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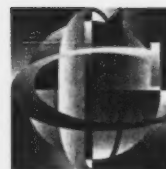
### **A Profile of Minority-Language Students and Schools in Canada: Results from the Programme for International Student Assessment (PISA), 2009**

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Research papers**

# **A Profile of Minority-Language Students and Schools in Canada: Results from the Programme for International Student Assessment (PISA), 2009**

**Lisa Shipley**  
Statistics Canada

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## Note of appreciation

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## Acronyms

The following acronyms are used in this publication:

CEGEP	Collège d'enseignement général et professionnel
OECD	Organisation for Economic Co-operation and Development
PISA	Programme for International Student Assessment
PSE	Post-secondary education
SVOLM	Survey on the Vitality of Official Language Minorities
YITS	Youth in Transition Survey

## Acronyms for indexed variables

ABGROUP	variable label for index of ability grouping between classes
ATSCHL	variable label for index of attitude towards school
CULT POSS	variable label for index of cultural possessions
ENJOY	variable label for index of enjoyment of reading
FAMSTRUC	variable label for index of family structure
HEDRES	variable label for index of home educational resources
HISEI	variable label for highest occupational status of parents
HOMEPOS	variable label for index of home possessions
IMMIG	variable label for index on immigrant background
IRATCOMP	variable label for index of computer availability
ISCED	the International Standard Classification for Education
PARED	variable label for highest educational level of parents in years of education according to ISCED
RESPCURR	variable label for index of school responsibility for curriculum and assessment
RESPRES	variable label for index of school responsibility for resource allocation
SCES	variable label for social, cultural and economic status
SCMATEDU	variable label for index on the school's educational resources
STIMREAD	variable label for index of teachers' stimulation of students' reading engagement
STUDBEHA	variable label for index of student-related factors affecting school climates
STUDREL	variable label for index of teacher-student relations
WEALTH	variable label for index of family wealth

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## 1. Introduction

In 2009, the Programme for International Student Assessment (PISA) went in to the field in Canada for the fourth time. PISA is a collaborative effort among member countries of the Organisation for Economic Co-operation and Development (OECD) and is designed to provide policy-oriented indicators of the skills and knowledge of 15-year-old students. In Canada, PISA is conducted through a partnership consisting of Human Resources and Skills Development Canada, the Council of Ministers of Education, Canada and Statistics Canada.

PISA data shed light on a range of factors that contribute to successful students, schools and education systems. PISA also permits exploration of the ways that achievement varies across different populations and the factors that influence achievement within and among different sub-groups. This report summarises the results from PISA 2009 for students in the minority-language school systems in Canada within the seven provinces that reported data for both their English and French language school systems (Nova Scotia, New Brunswick, Quebec, Ontario, Manitoba, Alberta and British Columbia).

The purpose of the following analyses was to develop a profile of minority-language students in Canada (French outside of Quebec, English in Quebec) and the schools they attend. The minority-language 15-year-old population covered by this report includes students from schools that respond to section 23 of the *Canadian Charter of Rights and Freedoms* which:

“recognizes the right of Canadian citizens belonging to the English or French-language minority in a province or territory to have their children educated in that language at the elementary-secondary level, where numbers warrant, in minority-language educational facilities provided out of public funds.”<sup>1</sup>

Results reported here thus reflect the data for students who attended schools which responded to and received funding as a consequence of the *Canadian Charter of Rights and Freedoms* and The Official Languages Act, and where instruction was provided in French outside of Quebec and in English within Quebec.

### What is PISA?

The Programme for International Student Assessment (PISA) began in 2000 and focuses on the capabilities of 15-year-olds as they near the end of compulsory education. The skills assessment component of PISA measures 15 year-old student proficiency in reading, mathematics and science, skills that are generally recognized as key outcomes of the educational process. The assessment focuses on young people's ability to use their knowledge and skills to meet real life challenges. PISA reports on these skills every three years and provides a more detailed look at one of those domains in the years when it is the major focus.

As was the case in 2000, reading was the major domain of PISA in 2009 when the focus was on both overall (or combined) reading literacy and the three reading sub-domains (reading retrieving, reading interpreting and reading reflecting). As minor domains in PISA 2009, only overall measures of mathematics and science are available.

The 2009 PISA assessment was administered in schools in Canada, during regular school hours in April and May 2009. Approximately 23,000 15-year-olds from about 1,000 schools across the ten provinces participated. This large Canadian sample was required in order to produce reliable estimates representative of each province and for both French and English language school systems in Nova Scotia, New Brunswick, Quebec, Ontario, Manitoba, Alberta and British Columbia. PISA was administered in English and in French according to the language of the respective school system.

The skills assessment component of PISA was a two-hour paper-and-pencil test. Students also completed a 20-minute student background questionnaire providing information about themselves and their home and a 10-minute questionnaire on information technology and communications, while school principals completed a 20-minute questionnaire about their schools. As part of PISA 2009, Canada chose to add a 20-minute student questionnaire as a national component to collect more information on the school experiences of 15-year-olds, their work activities and their relationships with others.

## 2. Minority-language students and schools in context

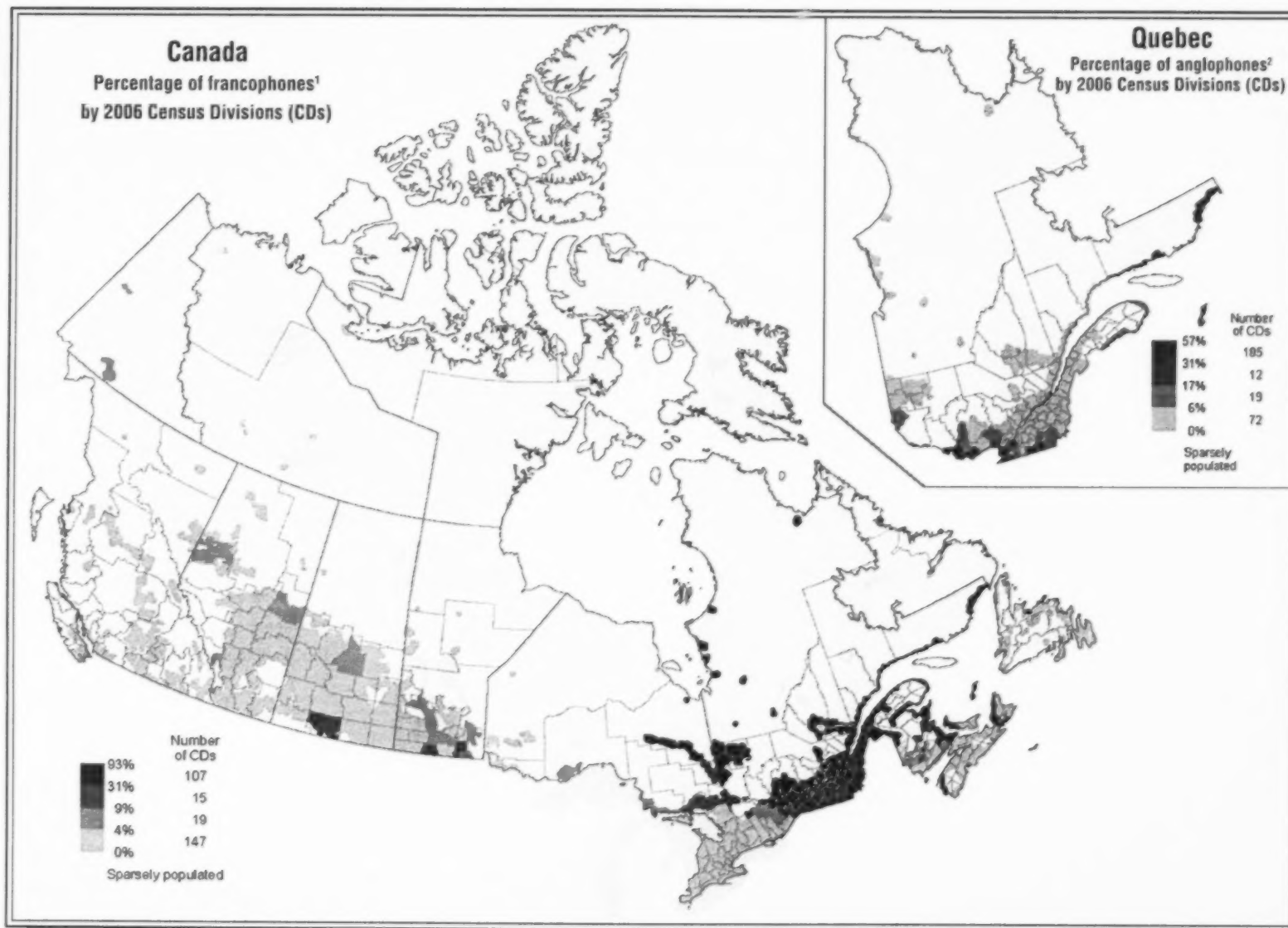
Data from PISA on minority-language students aged 15 years old in 2009 and on the minority-language schools they attended must be understood within the broader context of minority and majority-language populations in Canada. This section provides a brief overview of the context within which the PISA respondents and their schools function.

Minority-language school systems in Canada are a reflection of the unique demographic make-up of this country. In every province and territory in Canada, English and French language populations co-exist, but with varying population densities for the minority-language groups. The ability to participate in one's linguistic culture will fluctuate according to the availability of individuals and activities who share that linguistic culture. Population density has an impact on the availability of these individuals and activities. Furthermore, as stipulated in section 23 of the Charter of Rights and Freedoms, minority-language schooling will be made available "where numbers warrant". Thus, population densities will also determine the availability of minority-language schooling.

Population densities for the minority-language communities vary considerably across the provinces as seen from the accompanying map. So for example, the English minority population in Quebec is more highly concentrated in large urban centres, most notably Montreal and the Quebec side of the National Capital Region. In contrast, the French minority-language community in Ontario shows high levels of density through the mid-north-east portion of the province, an area with smaller population centres.

The Survey on the Vitality of Official Language Minorities, 2006 (SVOLM)<sup>2</sup> demonstrated that the relative proportion of the French language minority group within a population was closely associated with both the use of the minority language and the sense of identification with the minority-language group (Table 1.1). For example,

"outside Quebec, 39% of French-speaking adults live in communities where they represent less than 10% of the population. Generally in those communities, only 25% reported French as their main language compared to 59% who reported being more at ease in English than in French and 16% being equally at ease in both (official) languages."<sup>3</sup>



1. Francophones: Population with French as mother tongue.
2. Anglophones: population with English as mother tongue.

Source: 2006 Census of Canada. Produced by the Geography Division, Statistics Canada, 2007.

**Table 1.1**

**Main language used in daily activities by French-speaking adults by the proportion that they represented in their municipality of residence, Canada less Quebec, 2006**

Main language used in daily activities	Proportion of French-speaking adults in the municipality of residence					Total
	<10	10 to <30	30 to <50	50 to <70	70 or more	
	percent					
French	25	48	51	69	91	47
English	59	34	32	20	5	39
French and English equally	16	18	17	12	5	14
<b>Total</b>	<b>100</b>	<b>100</b>	<b>100</b>	<b>100</b>	<b>100</b>	<b>100</b>

**Source:** Statistics Canada, Survey on the Vitality of Official-Language Minorities, 2006.

On the other hand, in Quebec, the SVOLM data show that

“nearly two-thirds of English speaking adults report that they use English preponderantly in their daily activities, that proportion rises to 85% when those using English and French equally are included... Even when they comprise only 10% to 30% of the population within their municipality of residence, 60% of English-speaking adults use English preponderantly in their daily activities.”<sup>4</sup>

The language patterns of minority-language adults, described above, is mirrored in the use of the English and French languages by their children. SVOLM data show that French minority-language children were using the English language to a greater extent with friends, on the internet and when reading than the French language in 2006 (Table 1.2).

**Table 1.2**

**Language used by minority language children<sup>1</sup> in various situations, Canada 2006**

Language used	French minority language children			English minority language children		
	Language for reading	Language for Internet use	Language with friends	Language for reading	Language for Internet use	Language with friends
	percent			percent		
Only English	29.3	45.4	52.6	17.5	40.3	41.7
More in English than French	21.2	24.7	24.8	31.7	26.1	31.7
Same English and French	19.4	16.2	0.4	22.5	17.4	0.7
More in French than English	15.3	6.1	20.5	16.1	8.0	23.8
Only in French	13.7	5.4	1.1	11.1	6.3	0.4
Other	1.2	2.2	0.6	1.1	2.0	1.6
<b>Total</b>	<b>100.0</b>	<b>100.0</b>	<b>100.0</b>	<b>100.0</b>	<b>100.0</b>	<b>100.0</b>

1. Children under the age of 16.

**Source:** Statistics Canada, Survey on the Vitality of Official-Language Minorities, 2006.

Minority-language schools also function in the broader school environment. Between the 2000/2001 and 2008/2009 academic years, total enrolments in elementary and secondary education in Canada declined by about 4.5%. During this period, enrolments in core language programs<sup>5</sup> declined by almost 7.0%. On the other hand enrolments in immersion programs<sup>6</sup> jumped by more than 14.0% (Table 2.1).



Enrolments in minority-language schools also declined by about 4.4% between 2000/2001 and 2008/2009; however this varied considerably by province. New Brunswick minority-language enrolments declined by 18.9% and Quebec minority enrolments by 6.4% over the period, while Alberta and British Columbia saw large relative increases at 40.3% and 52.3% respectively (Table 2.2).

**Table 2.1**

**Enrolments by Type of Minority and Second Language Programs, Youth Sector, School Boards and Districts, (Headcount), Canada 2000/2001 to 2008/2009**

	Year									Percentage change 2000/2001 to 2008/2009
	2000/2001	2001/2002	2002/2003	2003/2004	2004/2005	2005/2006	2006/2007	2007/2008	2008/2009	
Canada <sup>1</sup>	2,792,676	2,747,594	2,717,721	2,690,956	2,669,909	2,645,723	2,751,535	2,724,208	2,667,322	-4.5
Regular second language programs (Core) <sup>1</sup>	2,260,055	2,214,422	2,183,291	2,156,369	2,130,185	2,101,136	2,200,112	2,167,881	2,106,238	-6.8
Second language immersion programs <sup>1</sup>	277,841	278,691	280,219	282,839	288,970	295,197	304,292	311,051	317,590	14.3
Minority language as language of instruction <sup>1</sup>	254,780	254,481	254,211	251,748	250,754	249,390	247,131	245,276	243,494	-4.4

1. Includes all provinces and territories.

Source: Statistics Canada, Elementary-Secondary Education Survey (ESES).

**Table 2.2**

**Enrolments in Minority Language Programs, Youth Sector, School Boards and Districts, (Headcount), Canada and selected provinces, 2000/2001 to 2008/2009**

	Year									Percentage change 2000/2001 to 2008/2009
	2000/2001	2001/2002	2002/2003	2003/2004	2004/2005	2005/2006	2006/2007	2007/2008	2008/2009	
Canada <sup>1</sup>	254,780	254,481	254,211	251,748	250,754	249,390	247,131	245,276	243,494	-4.4
Nova Scotia (French)	4,109	4,029	4,059	4,153	4,121	4,153	4,124	4,256	4,358	6.1
New Brunswick (French)	38,387	37,103	36,025	35,070	34,326	33,460	32,353	31,725	31,119	-18.9
Quebec (English)	105,591	106,902	107,928	108,161	107,715	106,361	104,129	101,285	98,842	-6.4
Ontario (French)	93,335	92,838	92,351	90,138	89,839	90,075	90,217	91,071	91,830	-1.6
Manitoba (French)	5,367	5,309	5,274	5,242	5,207	5,250	5,338	5,378	5,323	-0.8
Alberta (French)	3,745	3,280	3,474	3,619	3,871	4,138	4,737	5,161	5,254	40.3
British Columbia (French)	2,771	2,873	2,930	3,146	3,455	3,632	3,816	3,964	4,221	52.3
In PISA related grades 9,10,11 only (for above listed provinces only)	51,359	51,041	50,819	51,647	53,548	54,984	56,407	57,027	56,645	10.3

1. Includes all provinces and territories.

Source: Statistics Canada, Elementary-Secondary Education Survey (ESES).



Data from the Survey on the Vitality of Official Language Minorities also indicated that not all parents who are entitled to have their children attend a minority-language education system do so. About 26.2% of French language minority parents who had not sent their children to a minority-language school indicated that the proximity (or distance to the school) was an issue and 18.9% indicated that no minority school was available (Table 3).

**Table 3**

**Reasons why parents<sup>1</sup> did not (or could not) send their children to a minority language school**

Reasons <sup>2</sup>	Percent
Quality of programme / school	16.7
Proximity of school	26.2
Availability of school	18.9

1. Only right holders in Canada less Quebec.

2. Multiple responses were accepted for this question.

**Source:** Statistics Canada, Survey on the Vitality of Official-Language Minorities, 2006.

### 3. Minority-language students

Individual student characteristics such as gender, immigration status, and family economic status have been shown to be related to student's personal and academic success. In addition, contexts within the home, such as access to computers and the internet, or having a quiet place to study have also been associated with academic success. Developing a profile of minority-language students in Canada expands our understanding of these students, their specific profile and characteristics, and ways in which they may differ significantly from majority-language students. The following sections create a profile of students in minority-language schools along these types of characteristics. This enhances the ability to make programme and policy decisions that are appropriate to this population.

#### 3.1 Students, Family and Home Life

High school experiences and academic success can vary significantly between male and female students depending on the issue under discussion – interruption or incompleteness of high school, learning styles, etc<sup>7</sup>. The gender balance within a school population necessarily influences the types of issues the school will need to address and the relative success of the students. The distribution of males and females in the minority student populations did not differ to any significant degree from that of the majority student population. In both cases, the distribution of males and females was fairly equal. It is clear that parents of children entitled to a minority-language education do not make the decision to pursue this type of education based on gender. Consequently, minority-language schools face the same gender-based situations, such as school leaving, as do their majority-language counterparts (Table 4).

Minority-language students were far more likely, often to a significant degree, to have been born in Canada or to have at least one parent who was born in Canada relative to majority-language students (85.0% and 74.8% respectively). A significant difference between minority and majority-language student populations on this characteristic was evident for Canada overall and for New Brunswick, Ontario and Manitoba in the PISA data (Table 4).

The family structure of minority-language students was typical of Canadian families today – the vast majority of minority-language students (over 83.0%) were living in traditional nuclear family settings in 2009, while about 16.0% were in single-parent families. The remaining students were living in mixed family situations. While these figures are comparable to those of the majority-language students there was a slightly higher tendency for minority-language students to come from traditional nuclear families rather than single parent families relative to the rest of the students in their specific provinces. However, this difference was significant only in New Brunswick, which had the highest rate of single parent families in their majority-language student population of all the provinces covered

in this report. Nevertheless, the proportion of single parent families in the minority student population in New Brunswick was comparable to that of the other provinces for both majority and minority student populations (Table 4).

**Table 4**

**Demographic profile of students in minority and majority language school systems, Canada and selected provinces, 2009**

Language of school system	Gender		Students immigration status				Family structure				Highest level of education of parents		Labour Force participation of parents	
	Female		Native <sup>2</sup>		Second generation <sup>3,4</sup>		Nuclear family		Single parent family		At least one parent has a post-secondary education		At least one parent does not work	
	percent	standard error	percent	standard error	percent	standard error	percent	standard error	percent	standard error	percent	standard error	percent	standard error
<b>Canada<sup>1</sup></b>														
Minority	50.2	(0.68)	85.0	(0.84) *	10.0	(0.67) *	83.1	(0.80)	15.9	(0.77)	72.0	(1.00)	12.4	(0.76)
Majority	49.6	(0.50)	74.8	(1.41) *	14.1	(0.88) *	81.7	(0.47)	16.9	(0.44)	71.4	(0.74)	14.1	(0.48)
<b>Nova Scotia</b>														
Minority	55.6	(3.10)	96.7	(1.38)	F	...	86.2	(2.34)	13.4	(2.30) <sup>£</sup>	71.3	(2.85)	F	...
Majority	49.0	(1.28)	95.3	(0.69)	1.9	(0.44) <sup>£</sup>	78.8	(1.18)	19.5	(1.15)	67.1	(1.46)	13.6	(0.94)
<b>New Brunswick</b>														
Minority	50.2	(0.53)	98.4	(0.46) *	F	...	82.0	(1.21)	16.3	(1.14) *	63.7	(1.78)	9.8	(1.01)
Majority	49.7	(0.82)	95.4	(0.87) *	1.2	(0.39) <sup>£</sup>	77.0	(1.41)	21.6	(1.37) *	67.0	(1.88)	11.2	(1.21)
<b>Quebec</b>														
Minority	49.9	(1.18)	82.7	(1.42)	12.4	(1.16)	83.1	(1.23)	16.0	(1.16)	71.6	(1.58)	15.3	(1.29)
Majority	50.5	(0.85)	85.4	(2.23)	8.2	(1.34)	81.8	(1.01)	17.1	(0.96)	68.2	(1.16)	11.7	(0.82)
<b>Ontario</b>														
Minority	50.3	(0.60)	83.4	(1.16) *	10.3	(0.88) *	83.0	(1.19)	16.0	(1.17)	76.4	(1.33)	9.0	(0.80) *
Majority	49.5	(1.09)	66.7	(2.75) *	19.4	(1.71) *	82.0	(0.87)	16.9	(0.86)	75.5	(1.42)	13.9	(0.92) *
<b>Manitoba</b>														
Minority	56.2	(2.06)	95.2	(1.20) *	F	...	87.3	(2.34)	12.3	(2.21) <sup>£</sup>	67.2	(4.26)	7.9	(1.99) <sup>£</sup>
Majority	50.3	(1.39)	79.7	(1.45) *	9.0	(0.87) <sup>£</sup>	81.8	(1.12)	16.4	(1.00)	62.9	(1.11)	13.7	(1.12)
<b>Alberta</b>														
Minority	47.8	(1.87)	72.2	(3.64)	9.0	(2.38) <sup>£</sup>	85.3	(2.95)	14.7	(2.95) <sup>£</sup>	72.2	(4.49)	9.2	(1.59) <sup>*,£</sup>
Majority	50.3	(0.56)	78.7	(2.05)	10.8	(1.20)	81.6	(0.90)	16.2	(0.85)	70.9	(1.64)	15.7	(0.98) *
<b>British Columbia</b>														
Minority	46.6	(3.32)	63.6	(5.32)	20.6	(5.18) <sup>£</sup>	84.8	(3.13)	14.2	(2.99) <sup>£</sup>	86.5	(3.69) *	F	...
Majority	48.5	(0.74)	65.3	(2.74)	18.6	(1.86)	82.2	(0.99)	16.1	(0.87)	70.9	(1.46) *	18.6	(1.14)

\* indicates a significant difference between minority and majority populations at the Canada level or within the same province

... not applicable

<sup>£</sup> use with caution

F too unreliable to be published

1. Includes all provinces except Newfoundland and Labrador.

2. Native: Student born in Canada or at least one parent born in Canada, student born abroad but at least one parent born in Canada.

3. Second generation: Student born in Canada but parents born in another country.

4. First generation (not shown in table): Student born in another country and parents also born in another country.

Source: Programme for International Student Assessment, 2009, OECD.

It was expected that parental level of educational attainment would be high given the increasing levels of educational attainment with each succeeding generation in Canada. Overall, more than 70.0% of 15 year-old students in Canada had at least one parent with a post-secondary education in 2009. The proportion of students with at least one parent with a post-secondary education tended to be somewhat higher for the minority-language populations in general, but the only province to show a significant difference on this characteristic was British Columbia. In that province, over 86.0% of the PISA students in the minority-language schools reported at least one parent with post-secondary relative to 70.9% of those in the majority-language schools (Table 4).

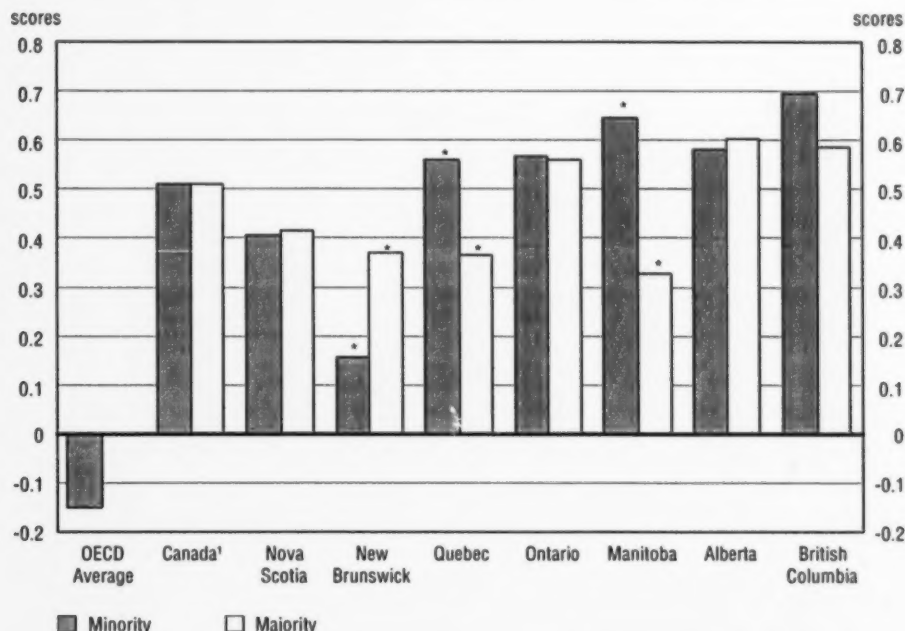
A smaller share of the 15-year-old minority-language students (12.4%) indicated that they had a parent at home full-time relative to their majority-language peers (14.1%). In Ontario, Alberta and British Columbia there was a significant difference on this characteristic, with a higher percentage of majority-language students having a parent at home full-time in 2009 than for the minority students (Table 4).

Family social, cultural and economic status (SCES), as measured in PISA, is a combination of indicators of parent's highest occupational and educational status and of possessions in the home which reflect relative wealth, cultural possessions (i.e books and art in the home) and access to educational resources in the home (i.e. reference books, access to the internet). Higher scores on this index indicate a higher level of wealth, a higher number of possessions in the home and greater access to educational resources in the home for the student.

Canada was well above the OECD average on this index and showed no overall difference between minority and majority 15 year-old student populations at that level of geography. Provincial differences were evident, some showing a significant gap between the two populations. In New Brunswick, the minority-language student population was significantly lower on this index than the majority-language students, while the opposite was true in Quebec and Manitoba. In Nova Scotia, Ontario, Alberta and British Columbia, measures of family wealth showed no significant differences between minority and majority student populations (Chart 1).

Chart 1

**Scores on the index of Social, Cultural and Economic status for students in minority and majority language school systems, OECD, Canada and selected provinces, 2009 (higher scores indicate greater social, economic and cultural wealth)**



\* indicates a significant difference between minority and majority populations at the Canada level or within the same province

1. Includes all provinces except Newfoundland and Labrador.

Source: Programme for International Student Assessment, 2009, OECD.

### Indexed PISA data

The indices covered in this report follow similar practices in structure. The final score on each index is based on a combination of responses by PISA participants across a number of elements (for a description of the elements that compose each index see Appendix 3). In total, these elements combine to create an overriding concept that the title of the index reflects. The final indexed score is based on a standardized distribution of scores with a mean of zero and a standard deviation of 1 across all OECD countries. The baseline score of "0" was established with responses to the combined elements when the index was first used in the PISA data. Typically higher values on the indexed score is associated with more positive responses to the combined elements. So, for example, higher values on the index of social, cultural and economic status (SCES) reflect responses where parents level of educational attainment is higher, there is more evidence of wealth at home in terms of possessions and parents have higher occupational status than scores which are lower on this index.

Parents are a primary source of support and encouragement and are instrumental to a student's personal and academic success. In general, over 80.0% of 15 year-old students from both minority and majority student populations demonstrated a close relationship with their parents, eating meals together and chatting together several times a month or more. Talking about school, however, was not the top priority for discussion – the proportion indicating they had discussions with their parents several times a month or more on school performance dropped to about six in ten students, or less, for both the minority and majority populations. In general, parents of students in minority-language school systems were less inclined to discuss school performance than their majority-language counterparts except in Quebec where the opposite was true. The difference on this characteristic between the two populations was significant in Quebec, Ontario and Manitoba (Table 5).

Table 5

Parent-student interaction for students in minority and majority language school systems, Canada and selected provinces, 2009

Language of school system	Parents and student eat a meal together		Parents spend time just talking with student		Parents discuss how well student is doing at school	
	Several times a month or more					
	percent	standard error	percent	standard error	percent	standard error
Canada <sup>1</sup>						
Minority	85.5	(0.78)	79.9	(1.05)	61.3	(1.04)*
Majority	84.8	(0.41)	81.0	(0.40)	66.1	(0.57)*
Nova Scotia						
Minority	82.3	(2.60)	80.1	(3.13)	58.9	(3.99)
Majority	79.2	(1.28)	77.9	(1.34)	66.8	(1.63)
New Brunswick						
Minority	80.1	(1.34)	79.1	(1.39)	60.3	(2.02)
Majority	78.2	(1.39)	78.2	(1.71)	67.0	(1.95)
Quebec						
Minority	87.4	(1.13)*	81.0	(1.70)	65.9	(1.57)*
Majority	91.7	(0.76)*	84.6	(0.83)	59.6	(1.37)*
Ontario						
Minority	84.7	(1.24)	78.3	(1.45)	54.2	(1.57)*
Majority	84.0	(0.77)	81.2	(0.78)	69.0	(1.12)*
Manitoba						
Minority	83.9	(2.92)	79.5	(4.16)	43.0	(3.42)*
Majority	80.6	(1.21)	78.1	(0.92)	61.9	(1.48)*
Alberta						
Minority	82.9	(2.64)	76.1	(3.16)	58.2	(3.65)
Majority	82.6	(0.98)	78.4	(0.85)	66.2	(1.01)
British Columbia						
Minority	84.1	(3.53)	82.9	(4.31)	65.1	(4.81)
Majority	82.8	(1.11)	79.6	(0.88)	68.7	(1.05)

\* indicates a significant difference between minority and majority populations at the Canada level or within the same province

1. Includes all provinces except Newfoundland and Labrador.

Source: Programme for International Student Assessment, 2009, OECD.



Of particular note were the data for minority-language students on language spoken most often in the home. A comparison of language spoken in the home and the language used for instruction at school (also the PISA test language) was possible with the 2009 data. For Canada, only one in ten students in the majority-language school systems was using a language most often at home that was different from the language of instruction at school. This rose to one-third for minority-language students overall<sup>8</sup>. At all geographies covered in this report, the relative difference in school and home language for majority and minority students was significant. In some instances, the differences were extreme – for example, in Nova Scotia, Ontario, Manitoba, Alberta and British Columbia, the proportion of minority-language students using a different language at home than at school was above 50.0%, or one out of every two minority-language students. By comparison, this figure was consistently below 15.0% for the majority-language students, except in British Columbia where it was up to 19.5% (Table 6).

The SVOLM survey data, reported earlier in this report, confirm that participants in minority-language education do not necessarily have a linguistic environment outside of school that compliments the language used at school. Depending on the degree of miss-match between language of instruction at school and language used at home, on the internet, for reading and with friends, there could be difficulty in getting help with homework, in having access to school-language support materials and in opportunities to practice and reinforce the linguistic skills being developed at school.

**Table 6**

**Language spoken most often in the home relative to language of instruction at school, students in minority and majority language school systems, Canada and selected provinces, 2009**

Language of school system	Language used most often at home compared to language of instruction at school			
	Same		Different <sup>2</sup>	
	percent	standard error	percent	standard error
<b>Canada<sup>1</sup></b>				
Minority	67.0	(1.10)*	33.0	(1.10)*
Majority	86.6	(0.88)*	13.4	(0.88)*
<b>Nova Scotia</b>				
Minority	42.8	(5.63)*	57.2	(5.63)*
Majority	97.2	(0.50)*	2.8	(0.50)*
<b>New Brunswick</b>				
Minority	87.1	(0.89)*	12.9	(0.89)*
Majority	94.3	(0.96)*	5.7	(0.96)*
<b>Quebec</b>				
Minority	76.5	(1.80)*	23.5	(1.80)*
Majority	88.3	(1.68)*	11.7	(1.68)*
<b>Ontario</b>				
Minority	47.0	(1.71)*	53.0	(1.71)*
Majority	85.3	(1.55)*	14.7	(1.55)*
<b>Manitoba</b>				
Minority	49.2	(3.26)*	50.8	(3.26)*
Majority	86.7	(1.48)*	13.3	(1.48)*
<b>Alberta</b>				
Minority	49.0	(6.46)*	51.0	(6.46)*
Majority	87.9	(1.39)*	12.1	(1.39)*
<b>British Columbia</b>				
Minority	25.2	(4.63)* <sup>2</sup>	74.8	(4.63)*
Majority	80.5	(1.90)*	19.5	(1.90)*

\* indicates a significant difference between minority and majority populations at the Canada level or within the same province

<sup>2</sup> use with caution

1. Includes all provinces except Newfoundland and Labrador.

2. In most instances when the language of instruction at school was different from the language used most often at home the language used at home was the other official language for minority language students and was an allophone language (neither English nor French) for majority language students - low cell counts for allophone students for minority language students and other official language students for majority language students required that "other official language" and "allophone language" be combined in the data for this table.

Source: Programme for International Student Assessment, 2009, OECD.

Regardless of language of school system, over 95.0% of 15 year-olds indicated a home life that was conducive to learning and that supported typical teenage life in Canada. There were no significant differences between the minority and majority-language student populations in any of the provinces on these life style items. Students at this age in Canada typically have a quiet place to do their schoolwork and the computer and educational software needed to complete their homework. They are living in environments that support literacy and reading (with more than 100 books in the home) and have at least one of the modern-day electronic devices such as DVD's, cell phones and the like at their disposal in their home (Table 7).



**Table 7**

**Home life characteristics for students in minority and majority language school systems, Canada and selected provinces, 2009**

Language of school system	Student has a study space, room of their own or a quiet place to study at home		Student has a computer, educational software, or internet at home to use for school work		Has at least a DVD, iPod or cell phone at home		There are more than 100 books in the home	
	percent	standard error	percent	standard error	percent	standard error	percent	standard error
<b>Canada<sup>1</sup></b>								
Minority	99.4	(0.17)	97.9	(0.41)	99.9	(0.05)	96.2	(0.70)
Majority	99.2	(0.11)	98.4	(0.15)	99.9	(0.03)	97.1	(0.21)
<b>Nova Scotia</b>								
Minority	98.7	(0.75)	98.7	(0.75)	100.0	(0.00)	98.3	(0.87)
Majority	98.9	(0.30)	97.3	(0.43)	99.9	(0.08)	96.6	(0.69)
<b>New Brunswick</b>								
Minority	99.3	(0.31)	96.6	(0.75)	99.7	(0.27)	96.7	(0.61)
Majority	99.0	(0.39)	97.9	(0.43)	99.8	(0.15)	98.1	(0.50)
<b>Quebec</b>								
Minority	99.2	(0.32)	97.4	(0.78)	99.9	(0.05)	95.5	(1.23)
Majority	99.4	(0.20)	98.1	(0.30)	99.9	(0.07)	97.9	(0.40)
<b>Ontario</b>								
Minority	99.7	(0.16)	99.2	(0.31)	99.9	(0.10)	96.7	(0.57)
Majority	99.2	(0.19)	98.8	(0.24)	99.9	(0.07)	97.1	(0.36)
<b>Manitoba</b>								
Minority	99.6	(0.43)	99.2	(0.54)	100.0	(0.00)	97.6	(1.02)
Majority	97.6	(0.41)	96.7	(0.55)	99.7	(0.21)	96.3	(0.57)
<b>Alberta</b>								
Minority	100.0	(0.00)	99.6	(0.38)	100.0	(0.00)	95.6	(1.67)
Majority	99.2	(0.22)	97.9	(0.51)	99.9	(0.09)	96.1	(0.73)
<b>British Columbia</b>								
Minority	100.0	(0.00)	100.0	(0.00)	100.0	(0.00)	99.0	(0.98)
Majority	99.2	(0.25)	98.7	(0.40)	99.9	(0.07)	97.3	(0.39)

0 true zero or a value rounded to zero

1. Includes all provinces except Newfoundland and Labrador.

Source: Programme for International Student Assessment, 2009, OECD.

### 3.2 15 year-old student life

The teen years are typically about developing the lifestyle, attitudes, and behaviours that form the foundation for the longer-term objectives of adulthood and successful career paths. Pursuing skills that will lead to successful career paths and labour force participation are another important aspect of the teen years in Canada. Having a strong, positive network of friends and family to help navigate these years can be crucial to appropriate and satisfactory life-path decisions for the student.

Nine in ten minority-language students indicated that they had friends and family who made them feel secure and happy. The same proportion felt that they had someone whom they could trust for advice and whom they could count on in times of trouble. Although significant differences existed between students from minority and majority-language populations on some of these items at the Canada level and in the province of Ontario, the proportion of positive student responses was consistently almost nine out of ten in all provinces across the three items related to a positive and supportive social network (Table 8).

**Table 8**

**Positive perceptions of social support of students in minority and majority language school systems, Canada and selected provinces, 2009**

Language of school system	I have family and friends who make me feel safe, secure and happy		There is someone I trust whom I could turn to for advice		There are people I can count on in times of trouble	
	Agree					
	percent	standard error	percent	standard error	percent	standard error
Canada <sup>1</sup>						
Minority	94.8	(0.39)	94.2	(0.43)	92.2	(0.46)*
Majority	96.0	(0.21)	94.0	(0.27)	93.7	(0.28)*
Nova Scotia						
Minority	94.7	(1.34)	94.8	(1.35)	89.0	(1.82)
Majority	94.1	(0.62)	93.2	(0.74)	92.5	(0.78)
New Brunswick						
Minority	92.2	(0.93)	91.9	(0.81)	90.8	(0.94)
Majority	94.8	(0.86)	92.5	(1.01)	91.4	(0.95)
Quebec						
Minority	96.0	(0.68)	95.8	(0.67)	93.7	(0.82)
Majority	96.3	(0.50)	95.1	(0.48)	94.1	(0.66)
Ontario						
Minority	93.6	(0.65)*	92.2	(0.84)	90.5	(0.80)*
Majority	96.6	(0.41)*	93.9	(0.51)	94.1	(0.50)*
Manitoba						
Minority	94.6	(1.61)	95.1	(1.61)	90.9	(2.61)
Majority	96.1	(0.53)	93.3	(0.65)	93.4	(0.81)
Alberta						
Minority	95.2	(1.53)	92.0	(2.19)	88.5	(2.83)
Majority	95.7	(0.36)	93.6	(0.51)	93.7	(0.59)
British Columbia						
Minority	96.2	(1.69)	97.0	(1.46)	88.4	(2.43)
Majority	94.9	(0.50)	93.7	(0.55)	92.7	(0.67)

\* indicates a significant difference between minority and majority populations at the Canada level or within the same province

1. Includes all provinces except Newfoundland and Labrador.

Source: Programme for International Student Assessment, 2009, OECD.

PISA also posed questions that identified potential short-falls in the student's family and friend social support system. The results from these questions also indicated a strong sense of social comfort in the minority student population. Again, about nine in ten minority-language students disagreed with statements such as "If something went wrong no one would help me". Although Ontario stands out as having statistically significant differences between the minority and majority student populations on these more negative social support items, the proportion disagreeing with the statements remained at or about 90.0%. Minority-language school system students in Alberta stood out in their responses to the items "There is no one I feel comfortable with talking about problems" and "There is no one I feel close to". There was a statistically significant six and seven percentage-point gap in favour of the majority-language students on these two items, the widest in all the provinces (Table 9).

**Table 9**

**Negative perceptions of social support of students in minority and majority language school systems, Canada and selected provinces, 2009**

Language of school system	If something went wrong no one would help me		There is no one with whom I feel comfortable talking about problems		There is no one I feel close to	
	Disagree		Disagree		Disagree	
	percent	standard error	percent	standard error	percent	standard error
<b>Canada<sup>1</sup></b>						
Minority	93.8	(0.44)	88.9	(0.66)	92.0	(0.54)
Majority	94.6	(0.24)	89.9	(0.38)	93.2	(0.27)
<b>Nova Scotia</b>						
Minority	93.3	(1.42)	88.1	(2.10)	90.5	(1.93)
Majority	93.2	(0.82)	88.7	(0.82)	92.0	(0.86)
<b>New Brunswick</b>						
Minority	92.8	(0.84)	87.8	(1.20)	89.6	(1.03)
Majority	93.5	(0.95)	90.8	(1.00)	92.4	(0.92)
<b>Quebec</b>						
Minority	94.6	(0.68)	90.5	(1.12)	94.4	(0.84)
Majority	95.0	(0.55)	91.1	(0.55)	92.3	(0.64)
<b>Ontario</b>						
Minority	93.2	(0.60)*	87.0	(1.02)*	89.0	(0.91)*
Majority	95.3	(0.48)*	90.3	(0.70)*	94.3	(0.49)*
<b>Manitoba</b>						
Minority	91.7	(1.58)	85.5	(1.93)	91.4	(1.67)
Majority	93.4	(0.77)	88.6	(0.89)	92.6	(0.73)
<b>Alberta</b>						
Minority	89.5	(2.26)	81.8	(2.22)*	86.2	(2.63)*
Majority	93.2	(0.56)	88.7	(0.65)*	92.7	(0.54)*
<b>British Columbia</b>						
Minority	93.5	(1.75)	84.4	(4.26)	89.4	(2.41)
Majority	94.3	(0.58)	88.6	(0.78)	92.5	(0.60)

\* indicates a significant difference between minority and majority populations at the Canada level or within the same province

1. Includes all provinces except Newfoundland and Labrador.

Source: Programme for International Student Assessment, 2009, OECD.

The behaviour of students themselves will be a reflection of their own emerging attitudes and satisfaction with life. In six of the seven provinces examined here, minority-language students were less likely than majority-language students to have stayed out all night without permission. In Quebec the opposite was true. The differences between minority and majority students on this characteristic were statistically significant in all provinces except for New Brunswick. The range of proportions on this item shows how tenuous 15 year-old student behaviour can be on this item. The lowest proportion of students indicating that they typically did not stay out all night without permission was for majority-language students in Nova Scotia at 64.2%. By comparison, about 83.0% of minority-language students in British Columbia and majority-language students in Quebec were able to make the same statement – a difference of almost 20 percentage points (Table 10).

Data on such serious behavioural patterns as running away, causing trouble at school and being suspended were also collected in PISA in order to uncover the prevalence of this type of activity in students at this age. Overall, about 90.0% of minority-language students stated that they had never run away. In Quebec, Ontario, Manitoba and Alberta, the proportion of minority students who had never run away was significantly lower than that of the majority students. The widest gap was in Alberta where it was 83.0% for the minority students and 92.3% for the majority students (Table 10).

Causing trouble at school and being suspended from school were measured in PISA as aspects of negative student behaviour that is being demonstrated in the school environment. At the Canada level, it appears that minority-language students are less well-behaved at school. Overall, 65.8% indicated that they had never caused trouble at school relative to 72.3% for the majority 15 year-old student population. The lower value for the minority population on this item is mostly due to the large and statistically significant differences between minority and majority populations in Quebec (62.1% minority, 76.2% majority had never caused trouble at school) and Alberta (59.9% minority and 70.6% majority). In three provinces, Nova Scotia, New Brunswick and Manitoba, the minority student populations were in fact, more likely to have been well-behaved at school, although not always to a significantly different degree. In Nova Scotia and Manitoba, this positive behaviour by the minority-language students in school resulted in a significantly higher proportion being able to say they had never been suspended from school relative to their majority-language peers (Table 10).

Table 10

**Negative student respondent behaviours and attitudes, students in minority and majority language school systems, Canada and selected provinces, 2009**

Language of school system	Stayed out all night without permission		Run away		Caused trouble at school		Ever been suspended	
			Never				No	
	percent	standard error	percent	standard error	percent	standard error	percent	standard error
<b>Canada<sup>1</sup></b>								
Minority	71.2	(1.13)	90.5	(0.56)*	65.8	(1.08)*	72.5	(0.97)*
Majority	71.3	(0.53)	93.7	(0.24)*	72.3	(0.50)*	77.0	(0.48)*
<b>Nova Scotia</b>								
Minority	80.4	(2.63)*	90.9	(2.52)	76.0	(4.50)	87.0	(2.27)*
Majority	64.2	(1.46)*	90.6	(0.81)	67.1	(1.56)	74.3	(1.27)*
<b>New Brunswick</b>								
Minority	74.8	(1.41)	90.8	(0.94)	73.5	(1.43)	74.3	(1.44)
Majority	69.1	(1.49)	92.2	(0.85)	70.8	(1.55)	76.1	(1.60)
<b>Quebec</b>								
Minority	66.8	(1.83)*	92.4	(0.83)*	62.1	(1.80)*	70.3	(1.48)
Majority	83.0	(0.90)*	95.6	(0.44)*	76.2	(1.12)*	79.7	(1.28)
<b>Ontario</b>								
Minority	76.6	(1.43)*	87.2	(1.05)*	68.7	(1.55)	73.7	(1.39)
Majority	69.9	(0.94)*	94.3	(0.51)*	72.6	(1.06)	76.2	(0.82)
<b>Manitoba</b>								
Minority	77.9	(2.70)*	86.8	(1.99)*	78.4	(2.81)	87.4	(2.59)*
Majority	67.1	(1.30)*	92.7	(0.78)*	70.4	(1.48)	74.1	(1.45)*
<b>Alberta</b>								
Minority	75.8	(2.57)*	83.0	(2.52)*	59.9	(3.95)*	75.7	(3.36)
Majority	65.6	(1.26)*	92.3	(0.68)*	70.6	(1.40)*	76.1	(0.96)
<b>British Columbia</b>								
Minority	83.9	(3.00)*	86.9	(6.23)	64.2	(5.14)	81.5	(4.06)
Majority	68.5	(1.44)*	91.6	(0.61)	70.8	(1.31)	77.7	(1.17)

\* indicates a significant difference between minority and majority populations at the Canada level or within the same province

1. Includes all provinces except Newfoundland and Labrador.

Source: Programme for International Student Assessment, 2009, OECD.

Teenage life in Canada usually includes a variety of activities, many of which are seen as preparatory to future careers and adulthood. There are many options and teens must balance these additional activity choices against school and family obligations. Participating in paid work will be a reflection of the work climate in a particular province, including economic position and job availability, and of the motivation to work by the students themselves. Overall, around 60.0% of minority-language students worked for pay during the 2008/2009 academic year. This was comparable to majority-language students at the Canada level, but again varied by province. In some provinces, minority-language students were working at a slightly higher rate than their majority-language counterparts and in other provinces, the reverse was true. In Ontario, minority-language students were working at a higher rate than their majority-language student peer group to a significant degree (Table 11).

Volunteer work can often be a substitute for paid work in terms of skills development and has the added benefit of providing community service groups with the support they need to function. About the same proportion of activity was visible at the Canada level for volunteering as was seen for paid work (about 59.0% participation by both minority and majority-language students). However, in two provinces, New Brunswick and Ontario, minority students participated at significantly lower rates than the majority-language students in volunteer settings, while in Quebec minority students participated at a significantly higher rate than their majority peers (Table 11).

In general, life in Canada provides teens with the opportunity to engage in a number of other types of activities (both at school and outside of school) including sports, music lessons, the arts and the like. Not only do these types of activities keep students busy and healthy but they also contribute to personal growth and development. About eight in ten minority-language students engaged in these types of activities in 2009, comparable to the rate for majority-language students. There was considerable variation on this indicator of student behaviour within and across provinces. In Nova Scotia and Manitoba, about nine in ten minority-language students participated in these types of activities (88.8 % and 89.9% respectively), while in New Brunswick it was down to 68.0%. Significant differences existed between minority and majority student populations in Nova Scotia, Quebec, Manitoba, and New Brunswick. In the first three provinces, the minority students participated at higher rates than their majority peers in these types of activities. In New Brunswick, majority students participated at higher rates than minority-language students (Table 11).



Table 11

Time commitments outside of school work, students in minority and majority language school systems, Canada and selected provinces, 2009

Language of school system	Worked during the school year		Volunteered		Participated in other kinds of extracurricular activities <sup>2</sup>	
	percent	standard error	percent	standard error	percent	standard error
<b>Canada<sup>1</sup></b>						
Minority	59.4	(1.10)	59.2	(0.91)	79.1	(0.69)
Majority	59.2	(0.91)	59.4	(1.10)	79.1	(0.37)
<b>Nova Scotia</b>						
Minority	65.7	(3.39)	60.8	(3.15)	88.8	(2.47)*
Majority	64.2	(1.90)	60.2	(1.54)	80.5	(1.22)*
<b>New Brunswick</b>						
Minority	66.5	(1.79)	44.6	(1.67)*	68.0	(1.64)*
Majority	65.0	(1.92)	56.1	(1.85)*	75.1	(1.60)*
<b>Quebec</b>						
Minority	54.7	(1.88)	60.4	(1.43)*	79.4	(1.21)*
Majority	58.9	(1.36)	39.6	(1.31)*	69.9	(1.17)*
<b>Ontario</b>						
Minority	63.9	(1.20)*	69.3	(1.49)*	82.1	(1.03)
Majority	55.7	(1.79)*	74.9	(1.23)*	82.3	(0.82)
<b>Manitoba</b>						
Minority	72.9	(4.14)	51.1	(2.91)	89.9	(2.51)*
Majority	62.1	(1.53)	59.3	(1.52)	77.0	(1.29)*
<b>Alberta</b>						
Minority	59.4	(3.42)	48.0	(4.37)	80.3	(3.26)
Majority	67.0	(1.31)	59.2	(1.51)	79.5	(1.09)
<b>British Columbia</b>						
Minority	64.3	(5.98)	61.7	(4.45)	87.5	(3.21)
Majority	57.6	(1.72)	61.9	(1.24)	82.5	(1.06)

\* indicates a significant difference between minority and majority populations at the Canada level or within the same province

1. Includes all provinces except Newfoundland and Labrador.

2. Includes: Activities offered by the school such as school athletics, school bands, debating clubs etc. and outside school activities such as music lessons and sports.

Source: Programme for International Student Assessment, 2009, OECD.

The peer group is at its most important during the teen years and can have a substantial influence on student behaviour. PISA looked at both positive and negative aspects of peer behaviour for 15 year-old students in Canada. The vast majority of PISA minority students indicated that most or all of their friends were committed to both their current (90.4%) and future education (85.0%). Where significant differences existed on these two items (Nova Scotia, New Brunswick, Ontario, and Manitoba) a greater share of minority students had peers who were committed to their current and future education when compared to majority-language students (Table 12).

Most or all of the minority student respondents to PISA 2009 also had friends who thought it was okay to work hard at school (81.9% at the Canada level). Not

surprisingly, given the age of respondents, the level of commitment to this item was not quite as strong as seen on the previous two items. In New Brunswick and British Columbia the proportion of students who had most or all of their friends willing to work hard in school dropped to the mid to low 70's for the minority-language student populations (Table 12).

About 80.0% of minority-language students indicated that most or all of their friends were working for pay, a figure that was comparable to the rest of the students in their individual provinces. In New Brunswick, the difference between minority and majority-language students on this peer behaviour was significantly different. In that province, although a significantly larger proportion of majority-language respondents had peers who were working (87.6%) the rate for the minority students (82.6%) was still not below the overall average of about eight in ten. (Table 12).

**Table 12**

**Positive peer group behaviours, students of minority and majority language school systems, Canada and selected provinces, 2009**

	Friends think completing high school is important		Friends are planning to continue education / training after high school		Friends think its okay to work hard at school		Friends work	
	Total most / all							
Language of school system	percent	standard error	percent	standard error	percent	standard error	percent	standard error
Canada <sup>1</sup>								
Minority	90.4	(0.57)	85.0	(0.81)	81.1	(0.94)	81.9	(0.79)
Majority	89.6	(0.33)	82.5	(0.47)	80.0	(0.45)	83.9	(0.36)
Nova Scotia								
Minority	95.0	(1.30)*	91.8	(1.82)*	86.9	(2.56)*	89.0	(2.87)
Majority	87.0	(0.79)*	81.6	(1.04)*	78.1	(1.10)*	87.8	(0.86)
New Brunswick								
Minority	89.3	(1.06)	85.0	(1.27)*	75.0	(1.33)	82.6	(1.17)*
Majority	85.1	(1.36)	77.0	(1.61)*	77.0	(1.57)	87.6	(1.31)*
Quebec								
Minority	89.3	(0.93)	82.9	(1.36)	81.9	(1.36)	82.9	(1.36)
Majority	90.3	(0.71)	83.5	(0.81)	78.7	(1.03)	86.9	(0.78)
Ontario								
Minority	92.7	(0.69)	90.0	(0.86)*	82.4	(1.36)	79.3	(1.47)
Majority	91.5	(0.65)	85.8	(0.93)*	81.7	(0.86)	82.2	(0.70)
Manitoba								
Minority	94.1	(1.34)*	79.9	(2.18)	84.7	(2.05)	80.7	(3.43)
Majority	85.5	(1.16)*	73.5	(1.57)	73.9	(1.22)	81.9	(1.27)
Alberta								
Minority	86.5	(3.34)	76.0	(4.71)	79.7	(3.79)	82.3	(2.84)
Majority	87.3	(0.91)	78.3	(1.31)	78.1	(1.15)	82.8	(1.02)
British Columbia								
Minority	86.7	(4.47)	74.7	(5.95)	73.9	(6.93)	85.3	(3.25)
Majority	88.1	(0.85)	79.7	(1.16)	81.8	(0.95)	84.0	(0.82)

\* indicates a significant difference between minority and majority populations at the Canada level or within the same province

1. Includes all provinces except Newfoundland and Labrador.

Source: Programme for International Student Assessment, 2009, OECD.



On the more negative aspects of peer behaviour, minority-language students had consistently more well-behaved peers than their majority-language counterparts. Although significant differences existed between minority and majority student populations across the negative peer behaviour characteristics - in terms of friends skipping classes, dropping out of high school, causing trouble at school and smoking - a consistently high proportion (85.0% - 95.0%) of minority-language respondents indicated that only some (or none) of their friends engaged in these types of negative behaviours (Table 13).

**Table 13**  
**Negative peer group behaviours, students of minority and majority language school systems, Canada and selected provinces, 2009**

Language of school system	Friends skip classes once a week or more		Friends have dropped out of high school without graduating		Friends have a reputation for causing trouble		Friends smoke	
	Total none / some							
	percent	standard error	percent	standard error	percent	standard error	percent	standard error
Canada¹								
Minority	90.8	(0.57) *	95.7	(0.33) *	88.2	(0.68) *	86.8	(0.69) *
Majority	86.5	(0.41) *	97.5	(0.15) *	90.4	(0.32) *	89.6	(0.35) *
Nova Scotia								
Minority	92.0	(2.77)	96.3	(1.38)	93.5	(1.62) *	94.2	(1.58)
Majority	88.5	(0.95)	97.6	(0.42)	88.2	(1.02) *	90.3	(0.88)
New Brunswick								
Minority	88.1	(1.12)	92.3	(1.02)	88.1	(1.22)	83.3	(1.20) *
Majority	90.4	(0.98)	97.6	(0.58)	89.4	(1.13)	88.1	(1.04) *
Quebec								
Minority	91.9	(0.89)	97.7	(0.44) *	86.8	(1.12) *	86.1	(1.08)
Majority	90.5	(0.78)	95.7	(0.45) *	93.6	(0.61) *	85.4	(0.96)
Ontario								
Minority	90.2	(0.92) *	93.4	(0.67) *	90.3	(0.84)	88.7	(0.97) *
Majority	85.0	(0.87) *	98.2	(0.26) *	90.1	(0.72)	92.0	(0.64) *
Manitoba								
Minority	91.7	(1.63) *	97.5	(1.08)	92.9	(1.67) *	92.1	(1.78)
Majority	82.2	(1.15) *	97.4	(0.45)	87.3	(0.99) *	87.1	(1.31)
Alberta								
Minority	83.3	(2.52)	90.1	(1.95) *	88.5	(2.09)	85.7	(2.81)
Majority	86.6	(0.94)	98.3	(0.23) *	89.5	(0.73)	88.2	(1.03)
British Columbia								
Minority	94.2	(3.43) *	99.1	(0.68)	95.0	(2.16)	97.1	(1.87)
Majority	84.3	(1.04) *	98.0	(0.38)	89.6	(0.78)	92.3	(0.76)

\* indicates a significant difference between minority and majority populations at the Canada level or within the same province

1. Includes all provinces except Newfoundland and Labrador.

Source: Programme for International Student Assessment, 2009, OECD.

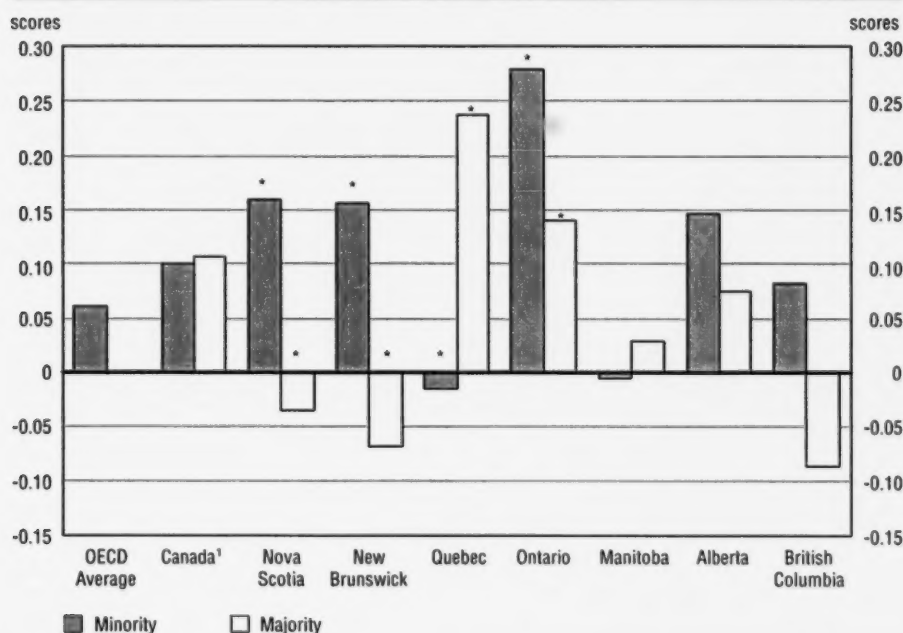
### 3.3 Schooling and academic performance

Schooling takes up the greatest share of 15-year-old life in Canada. Performance, commitment and dedication to schooling are seen as hallmarks to future life-path choices and success in adulthood. PISA collects considerable information on student attitudes towards schooling, performance in a number of academics and interest in, and expectations for, current and future academic options.

On the index of attitudes towards schooling, there were no overriding differences between the minority and majority-language populations at the Canada level, with both populations scoring above the OECD average on this index in 2009. At the provincial level, however, substantial differences existed in the data. In Nova Scotia, New Brunswick, Ontario, Alberta and British Columbia, minority students were much more positive about their schooling than their majority-language peers. In the first three provinces listed, the difference was significant. In Quebec and Manitoba, minority students scored below their majority-language peers on this index and were below the OECD average for this item (Chart 2).

**Chart 2**

**Scores on the index of attitudes towards school for students in minority and majority language school systems, OECD, Canada and selected provinces, 2009 (higher scores indicate more positive attitudes towards school)**



\* indicates a significant difference between minority and majority populations at the Canada level or within the same province

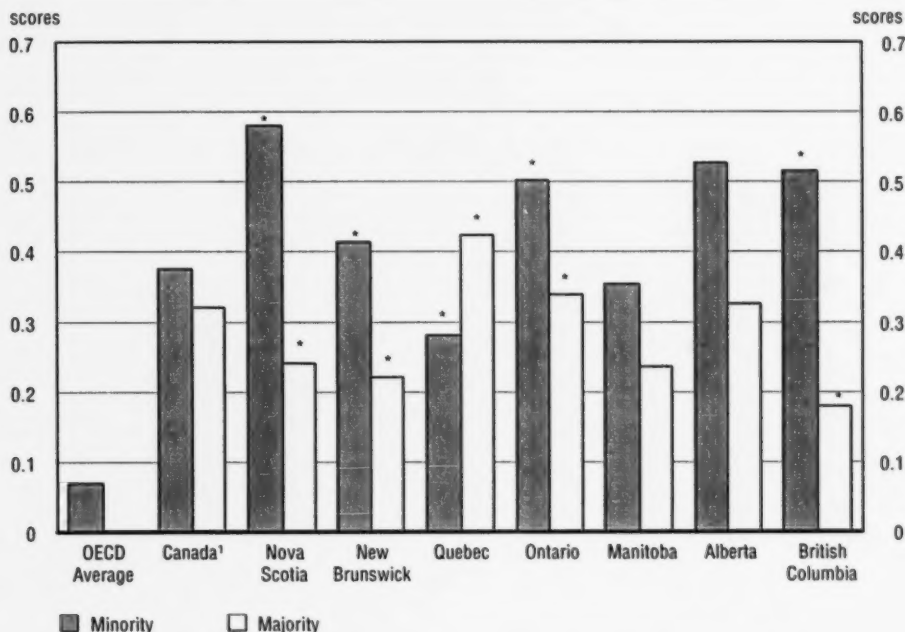
1. Includes all provinces except Newfoundland and Labrador.

Source: Programme for International Student Assessment, 2009, OECD.

A major contribution to Canada's positive performance on the index of student-teacher relations, which was well above the OECD average, was due to the very positive perceptions held by minority-language students towards their relationships with their teachers. In all provinces examined here, except Quebec, minority-language students were more positive on this index than their majority-language peers. In Nova Scotia, New Brunswick, Quebec, Ontario and British Columbia the differences were significant. In Quebec, minority students scored below their majority peers on this index to a significant extent, although the score for the minority-language students in this province remained well above the OECD average (Chart 3).

**Chart 3**

**Scores on the index of perceptions of student-teacher relations for students in minority and majority language school systems, OECD, Canada and selected provinces, 2009 (higher scores indicate more positive perceptions of student-teacher relations)**



\* indicates a significant difference between minority and majority populations at the Canada level or within the same province

1. Includes all provinces except Newfoundland and Labrador.

Source: Programme for International Student Assessment, 2009, OECD.

The generally more positive attitudes towards schooling and student-teacher relations by minority-language students were reflected in their school attendance behaviours. Minority-language students answered, "skipped classes without permission- never or rarely", to a significantly greater extent than their peers at the Canada, Nova Scotia, Ontario, Manitoba and British Columbia geographies (Table 14).

Table 14

Number of times cut or skipped a class without permission, students in minority and majority language school systems, Canada and selected provinces, 2009

Language of school system	Number of times cut or skipped classes <sup>1</sup>					
	Never		4 times or less		Total (never or rarely)	
	percent	standard error	percent	standard error	percent	standard error
<b>Canada<sup>2</sup></b>						
Minority	62.8	(0.99)*	30.2	(0.92)	93.0	(0.57)*
Majority	54.6	(0.67)*	33.4	(0.57)	87.9	(0.43)*
<b>Nova Scotia</b>						
Minority	74.5	(2.34)*	23.0	(2.32)	97.5	(1.32)*
Majority	62.0	(1.76)*	26.5	(1.34)	88.6	(1.03)*
<b>New Brunswick</b>						
Minority	67.4	(1.63)	25.6	(1.48)	92.9	(0.96)
Majority	63.6	(2.00)	26.1	(1.86)	89.7	(1.18)
<b>Quebec</b>						
Minority	62.9	(1.68)	29.5	(1.53)	92.4	(0.88)
Majority	66.7	(1.19)	25.1	(1.03)	91.9	(0.60)
<b>Ontario</b>						
Minority	60.6	(1.43)*	33.6	(1.44)	94.1	(0.80)*
Majority	50.0	(1.52)*	37.4	(1.18)	87.5	(0.90)*
<b>Manitoba</b>						
Minority	65.9	(2.80)*	27.4	(2.99)*	93.3	(1.52)*
Majority	44.0	(1.95)*	38.6	(1.58)*	82.7	(1.15)*
<b>Alberta</b>						
Minority	52.0	(3.01)	37.0	(3.24)	89.0	(2.64)
Majority	52.3	(1.54)	34.0	(1.35)	86.3	(0.88)
<b>British Columbia</b>						
Minority	58.4	(6.32)	36.8	(6.89) <sup>†</sup>	95.2	(1.98)*
Majority	49.6	(1.30)	35.3	(1.09)	84.9	(0.85)*

\* indicates a significant difference between minority and majority populations at the Canada level or within the same province

<sup>†</sup> use with caution

1. Since the beginning of the school year.

2. Includes all provinces except Newfoundland and Labrador.

Source: Programme for International Student Assessment, 2009, OECD.

Given the results above, it is curious that when asked about social comfort at school, minority-language students were not as positive as their majority-language peers in their responses. When asked if they felt “like they belong” when at school, minority-language students in Nova Scotia, New Brunswick, Ontario, Alberta and British Columbia answered “yes” less frequently than their majority-language counterparts to a significant extent. Only in Quebec did the minority-language students feel “like they belonged” to a significantly greater extent than the other students in their province (Table 15).

Minority-language students in Ontario and British Columbia were also significantly less inclined to express that the other students at their schools “seemed to like them”. On a more positive note, minority-language students in Quebec felt that people at school “were interested in what they had to say” to a significantly higher level than their majority-language counterparts (Table 15).

**Table 15**  
**Social comfort at school for students in minority and majority language school systems, Canada and selected provinces, 2009<sup>1</sup>**

Language of school system	I feel like I belong		Other students seem to like me		People at school are interested in what I have to say	
	percent	standard error	percent	standard error	percent	standard error
<b>Canada<sup>2</sup></b>						
Minority	78.9	(0.67)	91.2	(0.53)*	80.9	(0.73)
Majority	79.7	(0.47)	93.2	(0.27)*	80.2	(0.39)
<b>Nova Scotia</b>						
Minority	74.2	(2.80)*	87.1	(1.91)	79.5	(3.06)
Majority	84.5	(0.97)*	92.3	(0.77)	78.0	(1.26)
<b>New Brunswick</b>						
Minority	62.1	(1.64)*	90.0	(0.96)	75.5	(1.78)
Majority	83.4	(1.24)*	91.8	(0.93)	74.4	(1.52)
<b>Quebec</b>						
Minority	86.9	(1.12)*	93.5	(0.79)	84.5	(1.15)*
Majority	59.2	(1.35)*	93.4	(0.53)	79.5	(0.90)*
<b>Ontario</b>						
Minority	72.6	(1.30)*	88.1	(1.09)*	77.5	(1.26)
Majority	85.5	(0.71)*	93.2	(0.51)*	81.3	(0.78)
<b>Manitoba</b>						
Minority	81.7	(2.46)	88.5	(2.39)	74.8	(2.73)
Majority	85.2	(1.15)	92.6	(0.79)	78.7	(1.30)
<b>Alberta</b>						
Minority	64.5	(4.03)	88.6	(2.39)	81.5	(2.71)
Majority	85.2	(0.77)	94.0	(0.47)	81.4	(0.71)
<b>British Columbia</b>						
Minority	65.5	(5.40)*	81.0	(3.26)*	65.5	(6.72)
Majority	84.6	(0.87)*	92.7	(0.60)*	78.6	(0.86)

\* indicates a significant difference between minority and majority populations at the Canada level or within the same province

1. Only those aspects of social comfort at school where there were significant differences between the minority language school systems students and those of the majority language school system are shown here. Other items such as “I have friends at school who can help me with my homework” where there were no differences between the two populations appear in Table 23 in Appendix 1 of this report.

2. Includes all provinces except Newfoundland and Labrador.

Source: Programme for International Student Assessment, 2009, OECD.

The indication of a somewhat lower level of social comfort at school did not interfere with minority student's self-reported performance at school, however. A higher proportion of minority-language students reported having overall grades of 70.0% or more than majority-language students. In the language arts, math and science, the share of minority students reporting grades of 70.0% or more was significantly higher than the share for majority students (Table 16).

In all provinces except New Brunswick and British Columbia, a higher proportion of minority-language students were reporting overall grades 70.0% or more. Self-reported performance by minority-language students in math was equal to or better than their majority-language peers in all provinces except New Brunswick. In Ontario and Manitoba, the proportion of minority students with grades 70.0% or more in math was significantly higher than the proportion for majority language students. In terms of science, Alberta and New Brunswick were the only provinces where a lower proportion of minority-language students reported grades of 70.0% or more, with the difference being significant between the two populations only in New Brunswick (Table 16).

Table 16

Proportion of students with grades of 70% or higher, students in minority and majority language school systems, Canada and selected provinces, 2009

Language of school system	Overall grades are 70% or higher		Language arts grades are 70% or higher		Math grades are 70% or higher		Science grades are 70% or higher	
	percent	standard error	percent	standard error	percent	standard error	percent	standard error
<b>Canada<sup>1</sup></b>								
Minority	82.8	(0.81)	73.2	(0.95)*	66.1	(0.91)*	72.1	(0.92)*
Majority	81.0	(0.54)	70.1	(0.70)*	62.0	(0.69)*	68.9	(0.64)*
<b>Nova Scotia</b>								
Minority	91.6	(1.96)*	77.5	(3.50)	77.1	(2.60)*	77.6	(2.53)
Majority	84.6	(1.15)*	78.3	(1.22)	67.7	(1.52)*	73.5	(1.33)
<b>New Brunswick</b>								
Minority	77.5	(1.20)*	63.0	(1.36)*	64.2	(1.79)	70.4	(1.32)*
Majority	86.6	(1.32)*	76.1	(1.90)*	71.0	(1.84)	77.9	(1.72)*
<b>Quebec</b>								
Minority	82.0	(1.29)	74.5	(1.48)*	63.6	(1.44)	69.5	(1.47)
Majority	77.9	(1.01)	61.2	(1.40)*	58.9	(1.44)	67.1	(1.20)
<b>Ontario</b>								
Minority	86.2	(1.14)	75.3	(1.49)	70.8	(1.26)*	77.4	(1.52)*
Majority	83.1	(0.90)	73.5	(1.22)	62.5	(1.24)*	69.0	(1.29)*
<b>Manitoba</b>								
Minority	86.4	(2.37)*	77.7	(2.54)*	72.7	(2.94)*	74.5	(2.93)
Majority	77.5	(1.13)*	68.5	(1.32)*	61.0	(1.58)*	68.0	(1.52)
<b>Alberta</b>								
Minority	80.5	(3.19)	69.3	(4.93)	64.4	(3.90)	64.0	(5.43)
Majority	78.8	(1.40)	67.5	(1.35)	60.1	(1.67)	67.5	(1.63)
<b>British Columbia</b>								
Minority	79.9	(3.85)	66.5	(3.48)	63.2	(4.61)	77.1	(3.82)
Majority	80.7	(1.24)	73.9	(1.40)	63.3	(1.63)	69.8	(1.53)

\* indicates a significant difference between minority and majority populations at the Canada level or within the same province

1. Includes all provinces except Newfoundland and Labrador.

Source: Programme for International Student Assessment, 2009, OECD.



Time spent on homework by minority-language students was not as consistent as their more positive self-reported grades performance. A significantly greater proportion of minority students in Ontario and Alberta indicated that they spent less than 3 hours of study per week in these subject areas (language arts, math and science) relative to the rest of the 15-year-old students in their provinces. Majority students in those provinces were spending more than 3 hours per week studying in those subject areas. On the other hand, in Nova Scotia and Quebec, a significantly larger share of minority students stated that they were spending more than 3 hours of study per week in each of the three subject areas when compared to the rest of the students in their provinces (Table 17).

Table 17

Percent of students spending less than 3 hours per week studying for selected subjects, students in minority and majority language school systems, Canada and selected provinces, 2009

Language of school system	Percent spending less than 3 hours on study in the language arts per week <sup>1</sup>		Percent spending less than 3 hours on study in math per week <sup>1</sup>		Percent spending less than 3 hours on study in science per week <sup>1</sup>	
	percent	standard error	percent	standard error	percent	standard error
<b>Canada<sup>2</sup></b>						
Minority	89.9	(0.64)*	77.1	(0.95)	85.0	(0.67)*
Majority	84.7	(0.51)*	75.6	(0.62)	82.3	(0.50)*
<b>Nova Scotia</b>						
Minority	80.5	(2.61)*	73.5	(2.45)*	80.2	(2.67)*
Majority	88.1	(0.87)*	82.2	(1.09)*	87.1	(0.80)*
<b>New Brunswick</b>						
Minority	93.8	(0.78)*	82.8	(1.52)	86.1	(1.17)
Majority	88.3	(1.03)*	86.7	(1.15)	90.5	(1.13)
<b>Quebec</b>						
Minority	89.5	(0.98)*	74.9	(1.52)*	85.4	(1.02)*
Majority	93.9	(0.61)*	80.6	(1.24)*	91.6	(0.68)*
<b>Ontario</b>						
Minority	89.7	(0.97)*	79.3	(1.22)*	83.8	(1.25)*
Majority	80.2	(1.02)*	72.8	(1.28)*	78.7	(1.02)*
<b>Manitoba</b>						
Minority	85.2	(2.63)	72.0	(3.24)	84.3	(2.26)
Majority	87.5	(1.03)	79.2	(1.09)	86.8	(0.96)
<b>Alberta</b>						
Minority	90.7	(1.60)*	84.5	(2.40)*	85.7	(2.51)*
Majority	84.3	(1.06)*	73.1	(1.32)*	77.9	(1.10)*
<b>British Columbia</b>						
Minority	84.6	(3.04)	59.0	(5.69)*	79.9	(2.97)
Majority	81.6	(1.10)	73.2	(1.34)*	76.7	(1.07)

\* indicates a significant difference between minority and majority populations at the Canada level or within the same province

1. The alternative response category was: 3 hours or more per week.

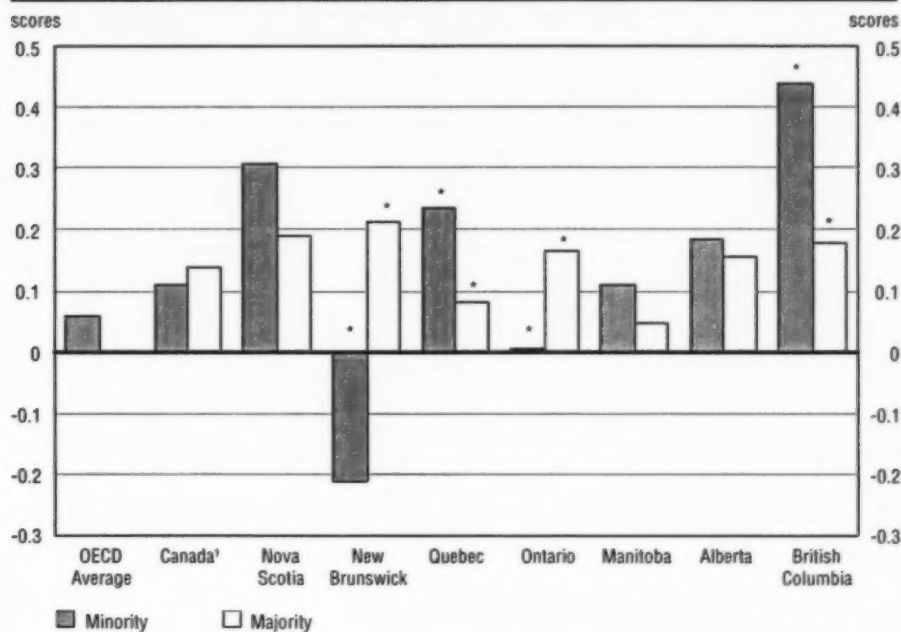
2. Includes all provinces except Newfoundland and Labrador.

Source: Programme for International Student Assessment, 2009, OECD.

An important aspect of student behaviour, one that is closely tied to literacy and academic performance, is reading. PISA has available an index on “enjoyment of reading” which sheds some interesting information on minority-language student populations in Canada. In all provinces except Ontario and New Brunswick, minority-language students performed higher on this index, indicating a stronger love of reading, than the rest of the students in their provinces. In British Columbia and Quebec the minority-language students did significantly better on this index than the majority students. On the other hand, in Ontario and New Brunswick, not only were the minority-language students scores on this index significantly lower than other students in those two provinces, but the minority-language students were also well below the OECD average for this indicator (Chart 4).

**Chart 4**

**Scores on the index of enjoyment of reading for students in minority and majority language school systems, OECD, Canada and selected provinces, 2009 (higher scores indicate a higher enjoyment of reading)**



\* indicates a significant difference between minority and majority populations at the Canada level or within the same province

1. Includes all provinces except Newfoundland and Labrador.

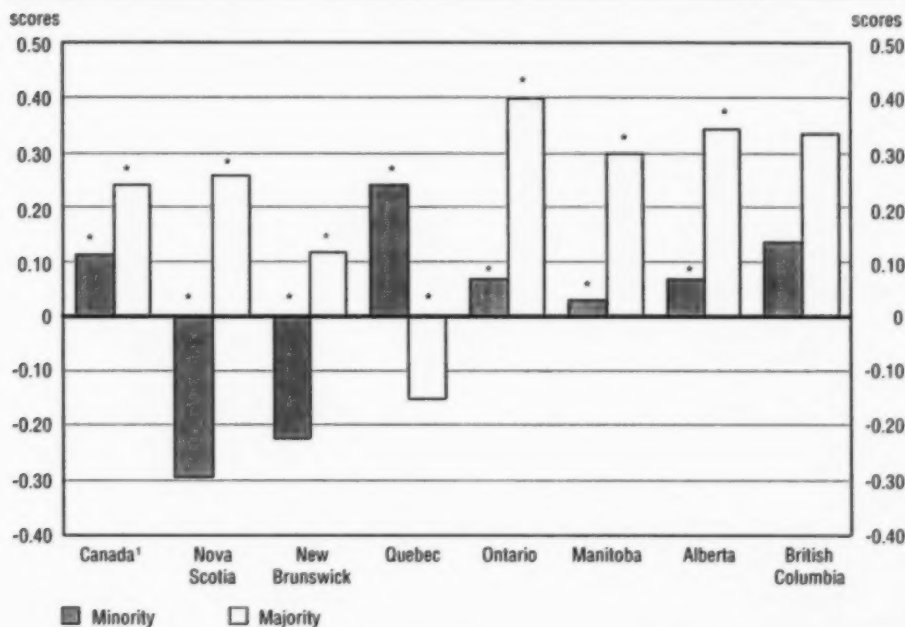
Source: Programme for International Student Assessment, 2009, OECD.

According to minority-language student responses to PISA, their love of reading is happening without as much encouragement from their teachers as with majority-language students. In all provinces except Quebec, minority students indicated less support for reading from their teachers than their majority counterparts. This difference was significant in all provinces except British Columbia. In Quebec, minority students were more positive than their majority peers on this item to a significant degree (Chart 5).



**Chart 5**

**Scores on the index of teacher stimulates reading for students in minority and majority language school systems, Canada and selected provinces, 2009**  
(higher scores indicate a higher level of teacher stimulation of reading)



\* indicates a significant difference between minority and majority populations at the Canada level or within the same province

1. Includes all provinces except Newfoundland and Labrador.

Source: Programme for International Student Assessment, 2009, OECD.

### 3.4 Performance on the PISA skill assessments

The main focus of PISA is to assess student performance on several skills that are fundamental to academic and life-path success. In addition to information on student behaviour, attitudes, family and life in general, PISA has direct measures on the reading, math and science skills of 15-year-old students. Oversampling in Nova Scotia, New Brunswick, Quebec, Ontario, Manitoba, Alberta and British Columbia at the time PISA was administered in Canada permitted scores to be developed for the minority-language students in reading, math and science in those provinces.

In 2009 the focus of the assessment test was reading literacy and included items that led to the elaboration of scores on overall reading skills and on a number of sub-scales that reflect cognitive functioning and text types that are related to reading (see the accompanying Text Boxes: "Defining Reading Literacy" and "Understanding PISA scores").

### Defining Reading Literacy

In the PISA context, the term “reading” is used for “reading literacy” which is meant to focus on the active, purposeful and functional application of reading in a range of situations and for various purposes. *Reading literacy* includes a broad set of cognitive competencies, from basic decoding, to knowledge of words, grammar, and linguistic and textual structures and features, to knowledge about the world. It also includes metacognitive competencies: the awareness of and ability to use a variety of appropriate strategies when processing texts.

Historically, the term “literacy” referred to a tool used to acquire and communicate information. This is close to the notion that the term *reading literacy* is intended to express in PISA: the active, purposeful and functional application of reading in a range of situations and for various purposes.

PISA 2009 defines *reading literacy* as:

understanding, using, reflecting on and engaging with written texts, in order to achieve one’s goals, to develop one’s knowledge and potential, and to participate in society.

The second major characteristic, *aspects*, defines the cognitive approach that determines how readers engage with a text. Proficient readers have a repertoire of approaches and purposes for reading. They approach texts in order to access and retrieve information. They are able to interpret texts at the level of words, sentences and larger sections, and integrate information within texts and across *multiple texts*. Proficient readers reflect on texts in order to better understand and extend their own experiences, and in order to evaluate the relevance, utility and quality of the texts themselves. While all of these approaches are integral to proficient reading, the emphasis they are given in reading curricula and pedagogy across schools, systems and countries varies. In PISA 2009 the aspects *access and retrieve*, *integrate and interpret* and *reflect and evaluate* are used as the basis for reporting on reading, to investigate how proficiency in each of them plays out across the participating countries and subgroups of interest.

*Text format* is also used as an organiser for reporting [data captured by PISA], building subscales for the categories *continuous* and *non-continuous*, which describe two ways in which texts are commonly structured, either in sentences and paragraphs (*continuous*), or in other formats such as lists, diagrams, graphs and tables (*non-continuous*).

PISA 2009 Results: What Students Know and Can Do – Volume I © OECD 2010. pp 39-41.

### Understanding PISA scores

The PISA scores for reading, mathematics and science are expressed on a scale with a mean of 500 points for the OECD countries and a standard deviation of 100. This average was established in the year in which the domain became the main focus of the assessment – 2000 for reading, 2003 for mathematics and 2006 for science. Approximately two-thirds of the students scored between 400 and 600 (i.e. within one standard deviation of the average) for the OECD countries. Due to change in performance over time, the OECD average scores for mathematics and science in PISA 2009 differ slightly from 500.

One way to summarize student performance and to compare the relative standing of countries is by examining their average test scores. However, simply ranking countries based on their average scores can be misleading because there is a margin of error associated with each score. This margin of error must be taken into account in order to identify whether significant differences in average scores exist when comparing countries [or regions within countries]. When interpreting average performances, only those differences.... that are *statistically significant* should be taken into account.

Measuring Up: Canadian Results of the OECD PISA Study. The Performance of Canada's Youth in Reading, Mathematics and Science. 2009 First Results for Canadians aged 15. Statistics Canada. 2010.

#### 3.4.1 Performance in Reading Literacy

At first glance, it appears that Canada's minority-language students outperform the OECD in all reading skills examined through PISA except on the accessing and retrieving sub-scale. However, this is in large part due to the performance of the minority-language students in Quebec. In this province, minority students not only outperformed their counterparts in the other provinces but were also significantly above the OECD average on each of the scales. In all other provinces performance by the minority-language students was at or below the OECD average, frequently to a significant extent. By comparison, scores for students from the majority-language populations were equal to or higher than the OECD average, frequently to a significant extent (Table 18.1 and Table 18.2).

Only Quebec and Manitoba showed no significant within province differences between minority and majority populations in PISA reading scores. This was consistent across both the combined reading scores and for each of the sub-scale assessments. Some of these differences between minority and majority students on the combined reading and sub-scale items can be considered extreme and cause for concern. Given that an increase of 75 points on the PISA reading scale represents an improvement of about one proficiency level in reading literacy, values above 37 mean that minority students are trailing their provincial peers by about a half a reading proficiency level. In Nova Scotia, New Brunswick, Ontario, Alberta and British Columbia, minority students were below their majority-language peers by half a proficiency level or more for each of the PISA reading items (Table 18.2).

Table 18.1

Estimated average scores for Combined Reading and reading subscales, OECD, 2009

	OECD	
	average	standard error
Combined reading	493	(0.5)
Accessing and retrieving	495	(0.5)
Integrating and interpreting	493	(0.5)
Reflecting and evaluating	494	(0.5)
Continuous texts	494	(0.5)
Non-continuous texts	493	(0.5)

Source: Programme for International Student Assessment, 2009, OECD.

Table 18.2

Estimated average scores for minority and majority language school systems and differences for Combined Reading and reading subscales, Canada and selected provinces, 2009

	Minority-language school system (English in Quebec, French elsewhere)		Majority-language school system (French in Quebec, English elsewhere)		Difference between the Minority-language and Majority-language school systems		Difference between Minority-language school systems and the OECD average
	average	standard error	average	standard error	difference	standard error	difference
<b>Combined reading</b>							
Canada <sup>1</sup>	498	(2.32)	526	(1.57)	-28*	(2.90)*	5*
Nova Scotia	479	(8.5)	517	(2.7)	-38*	(9.0)*	-14
New Brunswick	469	(3.3)	511	(3.1)	-41*	(4.8)*	-24*
Quebec	520	(4.1)	522	(3.5)	-2	(5.4)	27*
Ontario	475	(2.4)	533	(3.1)	-58*	(3.9)*	-18*
Manitoba	487	(9.2)	496	(3.6)	-8	(10.0)	-6
Alberta	475	(7.0)	533	(4.6)	-58*	(8.5)*	-18*
British Columbia	475	(9.1)	525	(4.2)	-49*	(9.9)*	-18
<b>Accessing and retrieving</b>							
Canada <sup>1</sup>	490	(2.35)	518	(1.65)	-28*	(3.10)*	-5
Nova Scotia	474	(8.4)	507	(3.4)	-32*	(9.1)*	-21
New Brunswick	463	(3.3)	497	(4.1)	-34*	(5.4)*	-32*
Quebec	513	(4.3)	515	(4.0)	-2	(5.8)	18*
Ontario	465	(2.9)	525	(3.2)	-61*	(4.3)*	-30*
Manitoba	485	(9.1)	497	(3.9)	-12	(10.1)	-10
Alberta	456	(11.3)	523	(4.5)	-66*	(12.2)*	-39*
British Columbia	465	(9.0)	516	(4.5)	-51*	(10.2)*	-30*
<b>Integrating and interpreting</b>							
Canada <sup>1</sup>	495	(2.11)	524	(1.62)	-29*	(2.82)*	2
Nova Scotia	470	(8.4)	516	(2.9)	-45*	(8.8)*	-23*
New Brunswick	468	(3.0)	512	(3.4)	-45*	(4.8)*	-25*
Quebec	517	(3.7)	522	(3.7)	-5	(5.3)	24*
Ontario	471	(2.6)	530	(3.1)	-59*	(4.0)*	-22*
Manitoba	486	(8.4)	493	(4.1)	-7	(9.3)	-7
Alberta	476	(6.8)	532	(4.8)	-56*	(8.5)*	-17*
British Columbia	469	(8.9)	522	(4.7)	-53*	(10.3)*	-24*

Table 18.2 concluded

Estimated average scores for minority and majority language school systems and differences for Combined Reading and reading subscales, Canada and selected provinces, 2009

	Minority-language school system (English in Quebec, French elsewhere)		Majority-language school system (French in Quebec, English elsewhere)		Difference between the Minority-language and Majority-language school systems		Difference between Minority-language school systems and the OECD average	
	average	standard error	average	standard error	difference	standard error	difference	
<b>Reflecting and evaluating</b>								
Canada <sup>1</sup>	509	(2.25)	537	(1.73)	-28*	(2.86)*	15*	
Nova Scotia	491	(8.0)	527	(3.0)	-37*	(8.6)*	-3	
New Brunswick	476	(2.8)	517	(3.0)	-41*	(4.2)*	-18*	
Quebec	527	(4.0)	525	(3.7)	3	(5.4)	33*	
Ontario	493	(2.4)	548	(3.3)	-55*	(4.1)*	-1	
Manitoba	499	(10.1)	504	(4.1)	-5	(10.8)	5	
Alberta	492	(6.8)	546	(4.4)	-54*	(8.1)*	-2	
British Columbia	497	(11.6)	536	(4.2)	-39*	(12.3)*	3	
<b>Continuous texts</b>								
Canada <sup>1</sup>	496	(2.23)	526	(1.60)	-30*	(2.83)*	2	
Nova Scotia	471	(8.8)	517	(2.9)	-47*	(9.4)*	-23*	
New Brunswick	467	(2.9)	513	(3.2)	-46*	(4.5)*	-27*	
Quebec	519	(3.9)	519	(3.6)	0	(5.3)	25*	
Ontario	471	(2.6)	534	(3.2)	-63*	(3.9)*	-23*	
Manitoba	485	(9.0)	497	(4.1)	-12	(10.1)	-9	
Alberta	472	(7.4)	534	(4.8)	-61*	(8.9)*	-22*	
British Columbia	470	(10.5)	524	(4.5)	-54*	(11.4)*	-24*	
<b>Non-continuous texts</b>								
Canada <sup>1</sup>	502	(2.30)	529	(1.73)	-27*	(3.12)*	9*	
Nova Scotia	499	(10.1)	519	(2.9)	-20*	(10.5)*	6	
New Brunswick	469	(2.8)	502	(3.2)	-33*	(4.4)*	-24*	
Quebec	520	(4.1)	523	(3.9)	-3	(5.7)	27*	
Ontario	487	(2.9)	536	(3.4)	-49*	(4.4)*	-6	
Manitoba	494	(8.5)	498	(3.6)	-3	(9.4)	1	
Alberta	480	(6.9)	539	(4.7)	-59*	(8.5)*	-13	
British Columbia	490	(11.0)	531	(4.0)	-41*	(11.5)*	-3	

0 true zero or a value rounded to zero

\* indicates a significant difference between minority and majority populations at the Canada level or within the same province

1. Includes all provinces except Newfoundland and Labrador.

Source: Programme for International Student Assessment, 2009, OECD.

### 3.4.2 Performance in Mathematics and Science

Canadian 15-year-olds in minority-language school systems performed well on the mathematics component of PISA in 2009. Quebec minority-language students stand out again from other provinces – scoring 37 points, or about a half a proficiency level, above the OECD average. Nova Scotia, Ontario and Manitoba also scored above the OECD average but to no significant degree. The other provinces were below the OECD average, but only slightly (Table 19.1 and Table 19.2).

Minority-language students did not do as well as their majority-language peers however. Only Nova Scotia and Manitoba had non-significant differences between the two populations on the mathematics assessment. In Alberta and British Columbia, minority-language students performed at almost half a PISA mathematical proficiency level below the rest of the students in their respective provinces (Table 19.2).

Science scores for the minority-language student population were equivalent to the OECD average, mostly due to the strong performance by Quebec minority-language students who scored 20 points above the OECD average. Differences between minority and majority-language students were significant in favour of the majority students in all provinces except Quebec and Manitoba. In Nova Scotia, New Brunswick, Ontario, Alberta and British Columbia, these significant differences consistently represented at least a half a PISA proficiency level higher or more for the majority-language school system students (Table 19.2).

#### Defining mathematics and science

Mathematics and science are used to signify mathematical and scientific literacy, which PISA defines as follows:

**Mathematical literacy:** The capacity to identify, to understand, and to engage in mathematics and make well-founded judgments about the role that mathematics plays, as needed for individuals' current and future private life, occupational life, social life with peers and relatives and as a constructive, concerned and reflective citizen.

**Scientific literacy:** The capacity to use scientific knowledge, to identify questions and to draw evidence based conclusions in order to understand and help make decisions about the natural world and the changes made to it through human activity.

Since mathematics and science were minor domains in the 2009 PISA assessment, a smaller amount of assessment time was given to these two domains compared to the major domain of reading. Consequently, PISA 2009 allows only an update on overall performance and not on the sub-domains that were possible when mathematics was the major domain in 2003 and science was the major domain in 2006.

Measuring Up: Canadian Results of the OECD PISA Study. The Performance of Canada's Youth in Reading, Mathematics and Science. 2009 First Results for Canadians aged 15. Statistics Canada. 2010.



**Table 19.1**

**Estimated average scores for mathematics and science, OECD, 2009**

	OECD	
	average	standard error
Mathematics	496	(0.5)
Science	501	(0.5)

Source: Programme for International Student Assessment, 2009, OECD.

**Table 19.2**

**Estimated average scores and minority-majority language school system differences for Mathematics and Science, Canada and selected provinces, 2009**

	Minority-language school system (English in Quebec, French elsewhere)		Majority-language school system (French in Quebec, English elsewhere)		Difference between the minority-language and majority-language school systems		Difference between minority-language school systems and the OECD average
	average	standard error	average	standard error	difference	standard error	difference
<b>Mathematics</b>							
Canada <sup>1</sup>	516	(2.5)	528	(1.7)	-11*	(3.1)*	20*
Nova Scotia	505	(7.2)	512	(2.3)	-8	(7.8)	9
New Brunswick	494	(3.1)	508	(3.2)	-14*	(5.0)*	-2
Quebec	533	(4.3)	544	(3.8)	-11*	(5.6)*	37*
Ontario	500	(2.3)	527	(3.3)	-27*	(3.8)*	4
Manitoba	508	(7.6)	501	(3.7)	6	(8.6)	12
Alberta	490	(7.1)	529	(4.4)	-39*	(8.3)*	-6
British Columbia	483	(11.1)	524	(4.6)	-41*	(12.0)*	-13
<b>Science</b>							
Canada <sup>1</sup>	502	(2.3)	530	(1.7)	-28*	(3.0)*	1
Nova Scotia	490	(10.2)	524	(2.8)	-34*	(10.8)*	-11
New Brunswick	473	(2.9)	512	(3.2)	-40*	(4.8)*	-28*
Quebec	521	(3.8)	525	(3.6)	-4	(5.3)	20*
Ontario	484	(2.3)	533	(3.4)	-49*	(4.1)*	-17*
Manitoba	498	(6.1)	506	(4.0)	-8	(7.5)	-3
Alberta	481	(7.8)	545	(4.3)	-64*	(8.9)*	-20*
British Columbia	482	(8.7)	535	(4.1)	-53*	(9.7)*	-19*

\* indicates a significant difference between minority and majority populations at the Canada level or within the same province

1. Includes all provinces except Newfoundland and Labrador.

Source: Programme for International Student Assessment, 2009, OECD.



### **3.5 Looking ahead – Career paths and Post-secondary education (PSE)**

At age 15 in Canada, students are typically already participating, or making plans to participate, in the labour market and develop career paths. Experiences on these fronts and the support and guidance students receive throughout these steps to adulthood can make a substantial difference to appropriate decision-making and skill development in these areas.

When looking ahead to a career, minority-language students strongly believe that a good job will depend on their success in school (87.4% agreed with this statement). At the same time, 85.6% of these students believed their schooling would have to include some form of post-secondary education. These rates were comparable to those for the majority language students, with 89.7% believing that a good job depended on school success and 85.8% believing a college or university education would be necessary to acquire a good job (Table 20).

The proportion of students who agreed with statements that indicated final decisions on a career path had been made (“I know my own interests and abilities well enough to decide on a future career now”) was much lower than on the previous two items for both minority and majority-language students. This suggests that there is an on-going engagement with career planning at age 15 in Canada or that the process has not yet begun. Most notably, in British Columbia, minority-language students were able to agree with statements that indicated a solid understanding of their career interests less than 70.0% of the time. In Manitoba, minority students felt significantly less pressed to make final decisions on their careers at the time PISA was administered than their provincial peers, with 68.7% agreeing that decisions had to be made now relative to 77.9% of their majority-language peers (Table 20).

Table 20

Looking ahead to a career, students in minority and majority language school systems, Canada and selected provinces, 2009

Language of school system	A good job depends on success in school		I will need to go to college or university to get a good job		It is important to decide what my future career will be now		I know my own interests and abilities well enough to decide on a future career now		I know enough about various occupations to make a choice for a future career	
	Agree									
	percent	standard error	percent	standard error	percent	standard error	percent	standard error	percent	standard error
<b>Canada<sup>1</sup></b>										
Minority	87.4	(0.70)*	85.6	(1.13)	77.4	(1.05)	79.2	(0.79)	76.2	(0.80)
Majority	89.7	(0.35)*	85.8	(0.37)	78.7	(0.43)	78.0	(0.43)	75.7	(0.45)
<b>Nova Scotia</b>										
Minority	86.8	(2.78)	85.4	(2.67)	75.1	(3.60)	81.5	(2.86)	82.7	(2.75)
Majority	89.2	(0.84)	86.4	(1.04)	80.4	(1.24)	82.2	(1.17)	79.6	(1.42)
<b>New Brunswick</b>										
Minority	89.1	(1.16)	89.3	(1.12)	82.9	(1.38)	81.1	(1.36)	79.3	(1.29)
Majority	88.8	(1.03)	88.2	(1.15)	78.7	(1.53)	80.9	(1.34)	78.9	(1.59)
<b>Quebec</b>										
Minority	85.8	(1.18)*	82.8	(1.95)*	76.3	(1.60)	78.2	(1.34)	73.9	(1.37)
Majority	91.8	(0.58)*	79.0	(0.99)*	80.0	(0.93)	76.2	(1.01)	72.5	(1.08)
<b>Ontario</b>										
Minority	90.2	(0.94)	89.6	(0.98)	77.7	(1.50)	80.8	(1.27)	79.1	(1.31)
Majority	89.7	(0.71)	89.9	(0.64)	79.3	(0.80)	78.7	(0.84)	76.7	(0.88)
<b>Manitoba</b>										
Minority	86.9	(2.52)	89.3	(1.93)	68.7	(2.80)*	78.1	(2.53)	78.4	(2.64)
Majority	88.2	(0.88)	84.1	(1.12)	77.9	(1.24)*	78.1	(1.19)	74.9	(1.30)
<b>Alberta</b>										
Minority	85.1	(3.52)	83.0	(3.29)	79.4	(2.96)	77.4	(3.25)	77.3	(3.25)
Majority	90.8	(0.57)	86.0	(1.01)	80.0	(0.84)	77.7	(0.93)	75.9	(0.75)
<b>British Columbia</b>										
Minority	82.3	(3.72)	82.3	(3.86)	62.6	(6.13)	68.6	(4.26)	69.1	(5.41)
Majority	86.8	(0.72)	85.0	(1.00)	74.6	(0.96)	77.5	(0.94)	75.8	(1.15)

\* indicates a significant difference between minority and majority populations at the Canada level or within the same province

1. Includes all provinces except Newfoundland and Labrador.

Source: Programme for International Student Assessment, 2009, OECD.

Students have an assortment of options when seeking help with job and career planning. Using a variety of sources increases the student's available knowledge base when making these serious choices. Most students used a combination of strategies (73.8% minority-language students, 80.6% majority-language students) for gathering information on jobs and careers such as talking to a counsellor or teacher or someone working in a job they might like, reading information on different types of careers, attending presentations on jobs and careers and the like. There was a significant difference between minority and majority students at the Canada level and in Quebec and Manitoba in the proportion of students using a number of strategies. Overall, minority-language students were more inclined to have used only one strategy or no strategies by the time PISA was administered in 2009, while majority students tended to use a combination of strategies (Table 21).

Table 21

Strategies<sup>1</sup> undertaken to get potential career information, students in minority and majority language school systems, Canada and selected provinces, 2009

Language of school system	Used a combination of strategies		Used only one strategy		Have not used any strategies	
	percent	standard error	percent	standard error	percent	standard error
<b>Canada<sup>2</sup></b>						
Minority	73.8	(1.13)*	15.7	(0.97)	10.5	(0.64)*
Majority	80.6	(0.52)*	12.7	(0.38)	6.7	(0.31)*
<b>Nova Scotia</b>						
Minority	74.9	(2.22)	15.6	(2.38)	9.6	(2.09) <sup>E</sup>
Majority	73.3	(1.32)	17.4	(1.16)	9.3	(0.90)
<b>New Brunswick</b>						
Minority	75.6	(1.53)	13.4	(1.22)	11.0	(1.02)
Majority	72.9	(1.74)	15.3	(1.40)	11.8	(1.11)
<b>Quebec</b>						
Minority	71.3	(1.82)*	16.9	(1.50)	11.8	(1.15)*
Majority	79.7	(1.10)*	13.0	(0.89)	7.4	(0.53)*
<b>Ontario</b>						
Minority	77.8	(1.69)	14.2	(1.23)	8.0	(0.95)
Majority	83.0	(0.98)	11.6	(0.78)	5.4	(0.54)
<b>Manitoba</b>						
Minority	80.0	(2.51)*	13.5	(2.22) <sup>E</sup>	6.5	(1.48) <sup>E</sup>
Majority	72.4	(1.28)*	16.2	(1.05)	11.4	(1.10)
<b>Alberta</b>						
Minority	72.7	(4.50)	19.2	(3.87) <sup>E</sup>	8.1	(2.05) <sup>E</sup>
Majority	79.5	(0.97)	13.7	(0.78)	6.7	(0.70)
<b>British Columbia</b>						
Minority	77.7	(4.59)	12.3	(2.54) <sup>E</sup>	F	...
Majority	83.4	(0.79)	11.1	(0.77)	5.5	(0.56)

\* indicates a significant difference between minority and majority populations at the Canada level or within the same province

... not applicable

<sup>E</sup> use with caution

F too unreliable to be published

1. Strategies include:

Talked to a counsellor or teacher.

Someone working in a job I might like.

Completed a questionnaire to identify my interests and abilities.

Read information on different types of careers.

Have taken a school course where I spent time with an employer.

Have attended presentations on jobs and careers.

2. Includes all provinces except Newfoundland and Labrador.

Source: Programme for International Student Assessment, 2009, OECD.

Students have several places to go to for help with job and career planning, most obvious being school and home. For *resume writing and interview preparation* about 1/3 of the minority students turned to their school for help and about 1/4 turned to people at home for help. Another 1/4 used both these resources. In Quebec, minority-language students turned to their school for help to a significantly greater extent and the people at home to a significantly lower extent than their majority-language peers. In Manitoba, the opposite was true, with minority students turning to resources at home to a greater extent and school to a lesser extent than their majority-language peers (Table 22).

PISA identified the level of reliance students placed on these resources for career planning. Again, about 1/3 of the minority students used a number of resources (school, home and elsewhere) to get *information about current and future jobs*. An additional 25.8% relied only on their schools for this information, while another 22.6% turned to people at home only. In Ontario, minority students were relying on 'school only' to a significantly lesser degree and 'home only' to a significantly higher degree than the rest of the students in that province (Table 22).

Completion of a post-secondary education (PSE) in the trades, college or university has become the norm in Canada and this is reflected in both parent and student beliefs about completing this type of education. Well over 90.0% of parents of both minority and majority students believed that a post-secondary education was very or fairly important to their children's future according to the 2009 PISA data. Furthermore, about 90.0% or more of the students themselves, in both populations, expected to complete a trade, college or university education. The only significant difference was for minority-language students in New Brunswick whose expectations for PSE completion were about 5 percentage points lower than the rest of the students in that province (87.9% for minority students vs. 92.5% for majority students) (Table 23).

Some significant differences existed in the types of post-secondary education students expected to pursue. In New Brunswick, minority-language students who intended to complete PSE were less likely to pursue university relative to their majority-language peers to a significant extent, preferring the trades/college options. In Quebec, trades/college completion drew more interest from the majority-language students while university drew more interest from the minority-language students, both to a significant degree (Table 23).

**Table 22**

**Resources for job preparation, students in minority and majority language school systems, Canada and selected provinces, 2009**

Language of school system	Sources of help writing a résumé and preparing for a job interview						Sources of information about current and future jobs					
	Combination of sources (school, home and elsewhere)		School only		Home only		Combination of sources (school, home and elsewhere)		School only		Home only	
	standard		standard		standard		standard		standard		standard	
	percent	error	percent	error	percent	error	percent	error	percent	error	percent	error
<b>Canada<sup>1</sup></b>												
Minority	26.8	(1.01) *	31.9	(0.91)	24.5	(1.00)	35.8	(0.97)	25.8	(0.80) *	22.6	(0.88)
Majority	31.3	(0.48) *	33.1	(0.62)	22.6	(0.52)	39.8	(0.52)	29.1	(0.63) *	18.8	(0.41)
<b>Nova Scotia</b>												
Minority	24.1	(3.31)	37.0	(2.92)	19.0	(3.03)	28.2	(3.75) *	25.3	(2.96)	25.7	(2.97)
Majority	27.1	(1.38)	37.1	(1.73)	21.9	(1.53)	35.3	(1.64) *	24.1	(1.37)	25.9	(1.56)
<b>New Brunswick</b>												
Minority	30.5	(1.66)	33.1	(1.50)	20.3	(1.70)	35.8	(1.81)	29.0	(1.45)	16.5	(1.53) *
Majority	25.4	(1.60)	32.5	(2.53)	27.7	(2.20)	34.9	(1.70)	26.0	(1.85)	24.1	(1.88) *
<b>Quebec</b>												
Minority	23.9	(1.62)	31.5	(1.42) *	26.8	(1.73) *	35.1	(1.57)	25.3	(1.26)	25.1	(1.53)
Majority	20.1	(1.02)	15.3	(1.15) *	41.2	(1.30) *	38.6	(0.94)	21.5	(1.01)	23.5	(0.98)
<b>Ontario</b>												
Minority	31.6	(1.63)	32.6	(2.22)	21.9	(1.77) *	38.2	(1.42) *	25.2	(1.58) *	20.6	(1.18) *
Majority	37.0	(1.14)	38.5	(1.34)	15.3	(0.98) *	42.5	(1.20) *	32.5	(1.22) *	14.6	(0.68) *
<b>Manitoba</b>												
Minority	21.1	(1.84)	11.1	(1.95) * <sup>‡</sup>	38.5	(2.42) *	36.3	(3.19)	22.9	(2.63)	22.1	(2.65)
Majority	25.4	(1.09)	28.2	(1.69) *	27.3	(1.25) *	34.5	(1.33)	22.9	(1.42)	26.1	(1.39)
<b>Alberta</b>												
Minority	21.2	(2.61) *	40.5	(6.04)	22.5	(4.37) <sup>‡</sup>	30.9	(4.26)	31.1	(3.78)	21.4	(4.83) <sup>‡</sup>
Majority	33.2	(1.27) *	35.6	(1.44)	20.6	(1.38)	39.8	(1.42)	28.5	(1.45)	20.0	(1.38)
<b>British Columbia</b>												
Minority	31.8	(5.66) <sup>‡</sup>	41.2	(7.42) <sup>‡</sup>	11.9	(3.30) <sup>‡</sup>	32.0	(4.39)	33.1	(8.22) <sup>‡</sup>	17.5	(4.74) <sup>‡</sup>
Majority	33.4	(1.23)	43.2	(1.62)	15.7	(1.29)	38.0	(1.21)	36.1	(1.29)	17.0	(1.09)

\* indicates a significant difference between minority and majority populations at the Canada level or within the same province

<sup>‡</sup> use with caution

1. Includes all provinces except Newfoundland and Labrador.

Source: Programme for International Student Assessment, 2009, OECD.

Table 23

Planning for post-secondary education, students in minority and majority language school systems, Canada and selected provinces, 2009

Language of school system	Parents consider post-secondary very or fairly important		Total: Percent of students expecting to complete a post-secondary education		Student expects to complete college or trades		Student expects to complete university	
	percent	standard error	percent	standard error	percent	standard error	percent	standard error
<b>Canada<sup>1</sup></b>								
Minority	96.0	(0.41)	93.6	(0.54)	23.7	(1.02)	69.9	(1.21)
Majority	94.7	(0.28)	94.1	(0.30)	24.3	(0.66)	69.8	(0.74)
<b>Nova Scotia</b>								
Minority	96.8	(1.20)	92.1	(1.50)	14.2	(2.63) <sup>‡</sup>	77.9	(2.57)
Majority	95.4	(0.62)	93.6	(0.66)	22.3	(1.24)	71.4	(1.34)
<b>New Brunswick</b>								
Minority	94.8	(0.78)	87.9	(1.18) <sup>*</sup>	25.3	(1.57)	62.7	(1.80) <sup>*</sup>
Majority	96.5	(0.56)	92.5	(0.92) <sup>*</sup>	21.2	(1.66)	71.3	(1.63) <sup>*</sup>
<b>Quebec</b>								
Minority	96.5	(0.63)	93.8	(0.87)	23.1	(1.72) <sup>*</sup>	70.6	(2.00) <sup>*</sup>
Majority	92.0	(0.71)	93.6	(0.63)	33.5	(1.17) <sup>*</sup>	60.1	(1.29) <sup>*</sup>
<b>Ontario</b>								
Minority	95.8	(0.55)	95.8	(0.57)	25.3	(1.17)	70.5	(1.24)
Majority	97.0	(0.46)	96.4	(0.47)	24.1	(1.34)	72.2	(1.53)
<b>Manitoba</b>								
Minority	95.8	(1.23)	93.9	(1.96)	16.5	(2.60)	77.5	(2.62)
Majority	91.9	(0.81)	89.3	(1.01)	17.8	(1.23)	71.5	(1.58)
<b>Alberta</b>								
Minority	92.6	(2.12)	91.4	(2.87)	22.7	(3.28)	68.6	(3.32)
Majority	94.1	(0.80)	91.3	(0.89)	19.5	(1.32)	71.8	(1.49)
<b>British Columbia</b>								
Minority	89.1	(2.82)	93.7	(2.04)	11.6	(3.34) <sup>‡</sup>	82.1	(3.31)
Majority	93.4	(0.76)	93.1	(0.95)	17.3	(1.18)	75.8	(1.56)

\* indicates a significant difference between minority and majority populations at the Canada level or within the same province

‡ use with caution

1. Includes all provinces except Newfoundland and Labrador.

Source: Programme for International Student Assessment, 2009, OECD.

Post-secondary education is an enormous time and financial commitment and it is important that students believe they can accomplish and complete these objectives. Minority-language students were very positive about their future performance in PSE. Between eight and nine out of every ten students in the minority-language 15-year-old student group believed they would enjoy going to college or university. For questions related to future success at PSE, the proportion of minority-language students who believed they could be successful was equal to or higher than that of the majority-language students. Where significant differences were evident, (New Brunswick, Ontario and Manitoba) the minority students were consistently more convinced of their future PSE success than their majority peers (Table 24).



**Table 24**

**Perceptions of post-secondary education for students in minority and majority language school systems, Canada and selected provinces, 2009**

Language of school system	I think I would enjoy going to college or university		I am smart enough to do well in college		I am smart enough to do well in university	
	Agree					
	percent	standard error	percent	standard error	percent	standard error
Canada <sup>1</sup>						
Minority	86.8	(1.0)	89.4	(0.7)	80.2	(0.7)*
Majority	86.8	(0.4)	89.6	(0.3)	77.4	(0.6)*
Nova Scotia						
Minority	88.2	(3.0)	88.3	(2.2)	79.1	(3.2)
Majority	86.6	(1.0)	88.0	(0.9)	79.8	(1.0)
New Brunswick						
Minority	90.0	(1.1)*	91.3	(1.0)*	79.6	(1.4)
Majority	84.6	(1.6)*	86.8	(1.3)*	80.0	(1.4)
Quebec						
Minority	83.8	(1.7)	87.8	(1.1)	80.0	(1.1)
Majority	83.6	(0.8)	88.5	(0.7)	76.9	(1.2)
Ontario						
Minority	91.5	(1.0)	91.5	(0.9)	80.1	(1.0)*
Majority	90.4	(0.7)	92.7	(0.6)	76.6	(1.1)*
Manitoba						
Minority	86.6	(2.7)	90.1	(2.0)*	84.9	(3.1)
Majority	82.4	(1.2)	81.8	(1.2)*	76.5	(1.4)
Alberta						
Minority	87.3	(3.0)	91.8	(1.8)	83.2	(2.9)
Majority	85.4	(0.9)	87.6	(0.8)	78.7	(1.2)
British Columbia						
Minority	89.8	(2.4)	90.8	(2.5)	84.9	(4.3)
Majority	85.5	(0.9)	88.5	(0.8)	79.0	(1.2)

\* indicates a significant difference between minority and majority populations at the Canada level or within the same province

1. Includes all provinces except Newfoundland and Labrador.

Source: Programme for International Student Assessment, 2009, OECD.



## 4. Minority-language schools

The breadth of the PISA data also allows a profile to be developed for the schools that minority-language students attended in 2009. Previous research has indicated that minority and majority-language school systems can differ in some notable ways. In 2009, principals in schools where the PISA test was administered completed a 20 minute questionnaire on the characteristics of their schools. This more current school level information permits an up-dated examination of school related characteristics for minority-language schools.

### 4.1 Schools in their communities

Community size reflects the geographic distribution of populations within a province. A larger share (28.5%) of minority-language schools were found in communities of less than 15,000 people relative to the majority-language schools (22.8%) in 2009. In Nova Scotia and New Brunswick in particular, a full 2/3 of minority schools were in smaller communities. In Ontario, 31.2% of the minority-language schools were in smaller communities, a significantly larger share than majority-language schools (13.9%) for that province (Table 25).

Nevertheless, according to principals' responses, most students in minority-language school systems had other options when selecting a school, although PISA did not ask if the alternatives were also minority-language schools. The only instance where minority students had significantly fewer alternatives to school selection was in New Brunswick where only 27.2% of minority school principals indicated that there was at least one alternative to their school, relative to 45.4% of majority school principals (Table 25).

More than nine in ten schools, both minority and majority, were public schools. The only significant difference was in Quebec, which has a strong private school sector. About 86.5% of minority-language schools were publicly funded in that province, relative to 80.5% of the majority schools. Given the high rate of public funding for schooling, there is a low dependence on student fees as a source of revenue. In Nova Scotia, Manitoba and British Columbia all schools depend on student fees for less than 20% of their budget (Table 25).

Table 25

School characteristics for minority and majority language school systems, Canada and selected provinces, 2009

Language of school system	Community size		Availability of alternative schools		School type		Student fees	
	15,000 or less		At least one other school was available to students		Public		Student fees are less than 20% of school budget	
	percent	standard error	percent	standard error	percent	standard error	percent	standard error
<b>Canada<sup>1</sup></b>								
Minority	28.5	(1.17)*	82.0	(1.07)	93.1	(0.35)	46.0	(1.13)*
Majority	22.8	(1.69)*	85.8	(1.11)	93.5	(0.85)	59.3	(2.45)*
<b>Nova Scotia</b>								
Minority	67.2	(3.86)*	100.0	(0.00)*	100.0	(0.00)	100.0	(0.00)*
Majority	51.8	(2.25)*	31.1	(3.33)*	98.6	(0.84)	72.4	(4.76)*
<b>New Brunswick</b>								
Minority	67.4	(1.46)*	27.2	(1.26)*	100.0	(0.00)	70.2	(4.94)
Majority	40.6	(1.57)*	45.4	(1.95)*	99.0	(0.96)	63.6	(2.21)
<b>Quebec</b>								
Minority	15.8	(1.90)	87.0	(1.85)	86.5	(0.72)*	28.2	(1.70)*
Majority	24.8	(3.27)	77.0	(3.80)	80.5	(1.48)*	43.7	(4.39)*
<b>Ontario</b>								
Minority	31.2	(1.67)	93.2	(1.36)	100.0	(0.00)	72.0	(0.73)
Majority	13.9	(3.12)* <sup>ε</sup>	98.2	(1.26)	97.3	(1.58)	72.5	(5.58)
<b>Manitoba</b>								
Minority	51.0	(6.72)	100.0	(0.00)*	100.0	(0.00)	100.0	(0.00)*
Majority	36.5	(2.58)	67.7	(3.65)*	98.0	(1.48)	80.9	(3.45)*
<b>Alberta</b>								
Minority	F	...	100.0	(0.00)*	100.0	(0.00)	71.6	(2.78)*
Majority	28.0	(3.67)	93.6	(1.22)*	98.2	(1.16)	88.6	(3.07)*
<b>British Columbia</b>								
Minority	F	...	100.0	(0.00)	100.0	(0.00)	100.0	(0.00)
Majority	22.2	(3.62)	85.1	(3.82)	93.7	(2.21)	84.5	(1.95)

\* indicates a significant difference between minority and majority populations at the Canada level or within the same province

... not applicable

<sup>ε</sup> use with caution

F too unreliable to be published

0 true zero or a value rounded to zero

1. Includes all provinces except Newfoundland and Labrador.

Source: Programme for International Student Assessment, 2009, OECD.

## 4.2 Inside the schools

In all provinces, except New Brunswick and Ontario, the principals in minority-language school settings were less likely to be male than in the majority-language school settings. In Manitoba the difference was significant, with male principals being much less prevalent in minority schools than in majority schools. In New Brunswick, on the other hand, the minority-language school system had a greater percentage of male principals relative to the majority school system to a significant extent (Table 26).

Given the higher percentage of minority-language schools found in smaller communities it is not surprising that a larger share of minority-language schools had less than 250 students in their modal grade<sup>9</sup> than was found for the majority-language schools. In all provinces, the difference on this indicator was significant, with all provinces having lower registrations in the modal grade for minority-language schools than their majority counterparts. In Nova Scotia, Ontario, Manitoba, Alberta and British Columbia, 100.0% of the minority-language schools had less than 250 students in the modal grade (Table 26).

As was found with language spoken most often in the home relative to language of instruction in the school, principals in minority-language schools indicated that they were dealing with language inconsistencies to a greater extent than their majority-language peers. The indicator "Students whose first language is not PISA test language - more than 20% of students in the modal grade" highlights situations where principals are faced with linguistic discrepancies between test language (or language of instruction)<sup>10</sup> and the first language of students in their schools. Higher values indicate situations where a greater share of the student population within the school has linguistic differences between the first language and language of instruction contexts. Overall, 44.7% of all minority-language principals indicated that more than 20% of their student populations had a first language other than the PISA test language. This compares to 22.8% for the majority-language principals. The differences on this indicator were significant in all provinces except Manitoba. In British Columbia, almost all principals (94.9%) in minority-language schools were facing situations where there was linguistic inconsistency between the language used for instruction in the school (and the PISA test language) relative to the first language(s) of their student population in 2009 (Table 26).

Options for streaming of students within a school setting will vary as a function of the number of students enrolled and the particular policies of the Ministry of Education for a particular province and the policies of the school principals themselves. Given the higher proportion of minority-language schools with smaller class sizes, it is not surprising that students in these schools tended to be grouped to a greater extent by level than in the majority-language school system. In Nova Scotia and Quebec, the differences were significant and substantial. Minority school principals in these two provinces used "grouping by level only" significantly more frequently than did majority-language school principals. By comparison, majority-language schools used a streaming strategy that was based on both level and content to a significantly higher degree (53.2%) than the minority schools (41.0%) at the Canada level. This strategy was used more frequently by majority schools relative to minority schools in all provinces except Manitoba (Table 26).

Access to technology within the school setting is seen as fundamental to the ability to provide an appropriate education and one that has the breadth required by modern society. It can also be a reflection of stretched school resources when there are not enough computers for the students. A ratio of two computers per student for example, could mean one computer per student in the classroom and one per student in the library. About nine in ten minority and majority-language school principals indicated that their schools had less than 2 computers per student. Significant differences existed in New Brunswick, Ontario and Alberta on this

indicator. For these three provinces, a significantly lower percentage of minority schools averaged less than 2 computers per student. Thus, a significantly greater share of minority schools in these provinces had more than two computers per student relative to majority schools (Table 26).

Table 26

School specific characteristics for minority and majority language school systems, Canada and selected provinces, 2009

Language of school system	Gender of principal		Number of students in modal grade <sup>1</sup>		Students whose first language is not PISA test language		Streaming strategies						Ratio of computers to number of students in modal grade <sup>1,2</sup>	
	Male		250 students or less		20% or more		Grouping by level only		Grouping by both level and content		No grouping		2 or less computers per student	
	percent	standard error	percent	standard error	percent	standard error	percent	standard error	percent	standard error	percent	standard error	percent	standard error
Canada <sup>3</sup>														
Minority	55.8	(0.88)	85.8	(0.42)*	44.7	(1.13)*	46.5	(0.92)*	41.0	(1.03)*	9.0	(1.02)	93.2	(0.86)*
Majority	61.6	(2.23)	51.4	(1.49)*	22.8	(2.00)*	33.2	(2.58)*	53.2	(2.49)*	9.6	(1.09)	97.0	(0.60)*
Nova Scotia														
Minority	62.7	(6.49)	100.0	(0.00)*	47.6	(5.04)*	66.7	(6.67)*	26.4	(6.08) <sup>‡</sup>	F	...	94.0	(5.76)
Majority	65.8	(3.43)	53.1	(2.20)*	3.7	(1.08)* <sup>‡</sup>	26.8	(3.37)*	33.9	(3.26)	29.0	(4.03)	96.2	(1.36)
New Brunswick														
Minority	77.0	(1.15)*	90.0	(0.63)*	0.0	(0.00)*	16.5	(0.86)	55.2	(2.47)*	17.1	(3.55)* <sup>‡</sup>	81.9	(3.51)*
Majority	60.4	(1.93)*	51.2	(1.39)*	2.8	(0.18)*	13.7	(1.70)	69.9	(2.56)*	6.3	(1.64)* <sup>‡</sup>	96.4	(2.69)*
Quebec														
Minority	48.9	(1.24)	75.4	(0.98)*	56.6	(1.89)*	57.8	(1.38)*	32.6	(1.92)	7.9	(1.18)*	98.3	(1.00)
Majority	54.9	(4.22)	58.4	(3.29)*	16.1	(3.27)* <sup>‡</sup>	31.5	(4.66)*	45.6	(4.98)	18.4	(3.88)* <sup>‡</sup>	98.3	(1.10)
Ontario														
Minority	60.5	(1.45)	100.0	(0.00)*	41.5	(2.00)*	42.1	(2.03)	51.8	(1.06)	F	...	91.6	(1.34)*
Majority	57.2	(4.39)	43.1	(3.10)*	28.5	(4.17)*	33.1	(4.43)	62.5	(4.59)	F	...	98.6	(1.12)*
Manitoba														
Minority	44.7	(7.57)*	100.0	(0.00)*	F	...	0.0	(0.00)*	45.7	(6.27)	34.5	(4.76)	74.5	(10.19)
Majority	66.7	(2.98)*	65.4	(1.32)*	19.7	(2.29)	28.2	(2.11)*	35.6	(2.48)	26.9	(3.35)	95.0	(2.27)
Alberta														
Minority	46.3	(7.77)	100.0	(0.00)*	76.9	(5.84)*	46.8	(6.52)	36.3	(10.80) <sup>‡</sup>	F	...	83.3	(2.57)*
Majority	66.6	(3.90)	43.7	(2.00)*	20.1	(2.91)*	39.1	(4.27)	52.0	(4.22)	F	...	92.0	(1.52)*
British Columbia														
Minority	21.0	(4.66) <sup>‡</sup>	100.0	(0.00)*	94.9	(2.94)*	F	...	0.0	(0.00)*	41.1	(8.70)* <sup>‡</sup>	96.0	(1.38)
Majority	77.0	(4.46)	59.2	(3.62)*	31.9	(5.12)*	40.0	(5.68)	45.0	(5.31)*	13.1	(3.73)* <sup>‡</sup>	98.4	(1.15)

\* indicates a significant difference between minority and majority populations at the Canada level or within the same province

... not applicable

<sup>‡</sup> use with caution

F too unreliable to be published

0 true zero or a value rounded to zero

1. The modal grade is the one in which the majority of 15 year-olds are registered.

2. The other category was "more than 2 computers per student".

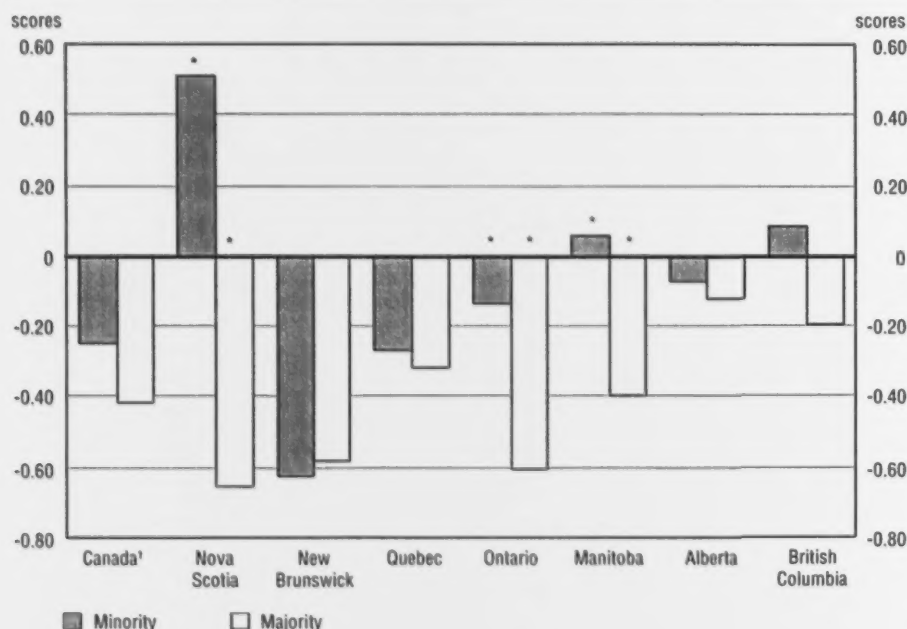
3. Includes all provinces except Newfoundland and Labrador.

Source: Programme for International Student Assessment, 2009, OECD.

Student behaviour in the school setting can be a determinant of school success with regular disruptive behaviour interfering with the accomplishment of curriculum goals. Principals in minority-language schools responded more positively overall than their majority-language peers on the index of student behaviour. However, differences at the Canada level were driven primarily by the very positive responses from principals in minority-language settings in Nova Scotia and the very negative responses by principals in majority-language schools in Nova Scotia, New Brunswick and Ontario. Significant differences in principals' perceptions of student behaviour were evident in Nova Scotia, Ontario and Manitoba. In all three cases, minority-language students were seen to be better behaved by their principals (Chart 6).

**Chart 6**

**Scores on the index of student behaviour, minority and majority language school systems, Canada and selected provinces, 2009 (higher values indicate more positive student behaviour)**



\* indicates a significant difference between minority and majority populations at the Canada level or within the same province

1. Includes all provinces except Newfoundland and Labrador.

Source: Programme for International Student Assessment, 2009, OECD.

Principals within schools have varying levels of autonomy, which means that decisions on curriculum and assessment and the allocation of resources varies across schools, school systems and provinces according to jurisdictional and school board practices. PISA results have indicated that:

- Most successful school systems grant greater autonomy to individual schools to design curricula and establish assessment policies



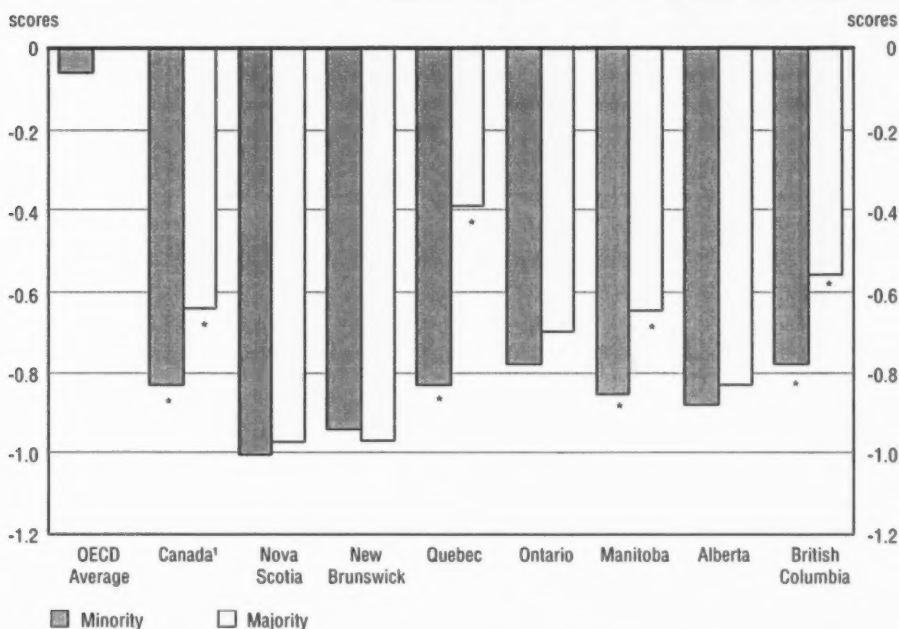
- there is a positive relationship between school autonomy in resource allocation and student performance [on PISA assessment tests].

PISA 2009 Results: What Makes a School Successful? Resources, Policies and Practices. Volume IV. OECD, 2010. (pg.14 and pg.42)

Overall, principals in Canada, regardless of language of school system, expressed a lower level of autonomy with respect to curriculum and assessment than in the rest of the OECD. As well, minority-language schools were consistently below their majority-language counterparts on this index. In Quebec, Manitoba and British Columbia there were significantly lower levels of autonomy expressed by principals from minority-language schools than by those in the majority-language school community (Chart 7).

**Chart 7**

**Scores on the index of responsibility for curriculum and assessment, minority and majority language school systems, OECD, Canada and selected provinces, 2009 (lower values indicate less responsibility within individual schools)**



\* indicates a significant difference between minority and majority populations at the Canada level or within the same province

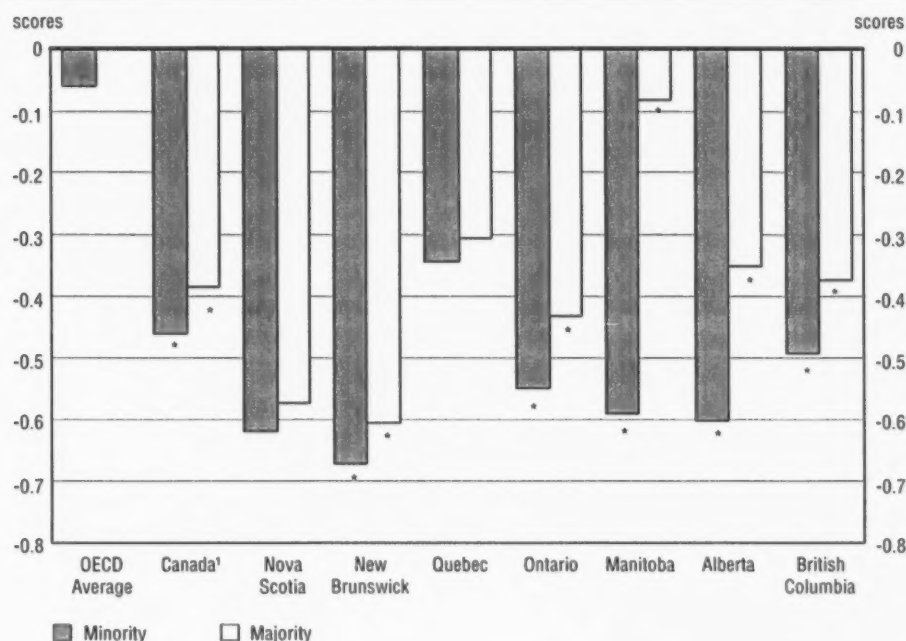
1. Includes all provinces except Newfoundland and Labrador.

Source: Programme for International Student Assessment, 2009, OECD.

The same held true for statements of autonomy with respect to the index on responsibility for the allocation of resources within the school. All principals, regardless of language of school system, responded less positively than other countries in the OECD on average. Minority schools had the lowest scores on this index across all provinces. In all provinces excluding Nova Scotia and Quebec, the difference between minority and majority schools was statistically significant on this index (Chart 8).

Chart 8

Scores on the index of responsibility for allocation of school resources, minority and majority language school systems, OECD, Canada and selected provinces, 2009 (lower values indicate less responsibility for resource allocation within schools)



\* indicates a significant difference between minority and majority populations at the Canada level or within the same province

1. Includes all provinces except Newfoundland and Labrador.

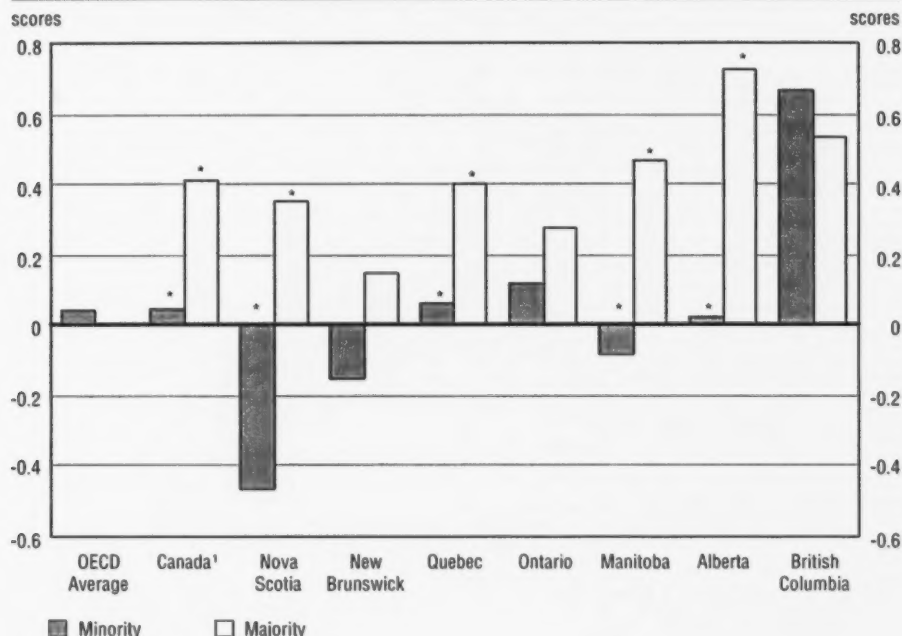
Source: Programme for International Student Assessment, 2009, OECD.

The quality of educational resources necessarily influences the quality of education students receive. While majority-language schools regularly scored above the OECD average on the index on the quality of educational resources, minority-language schools were consistently below the OECD average. Only in British Columbia and Ontario did minority schools score above the OECD average. From a within-province perspective, Nova Scotia, Quebec, Manitoba and Alberta, had differences between minority and majority school systems on this index that were statistically significant in favour of majority-language school systems (Chart 9).



**Chart 9**

**Scores on the index of quality of school resources, minority and majority language school systems, OECD, Canada and selected provinces, 2009**  
(higher values indicate higher quality in educational resources within schools)



\* indicates a significant difference between minority and majority populations at the Canada level or within the same province

1. Includes all provinces except Newfoundland and Labrador.

Source: Programme for International Student Assessment, 2009, OECD.

Examination of some of the more specific results from PISA helps identify some of the sources of concern minority principals had about the quality of their educational resources when compared to principals from majority-language schools. Significant differences existed in all provinces except British Columbia in terms of teacher shortages in the language arts, with principals in the minority schools significantly more likely to have identified teacher shortages in this subject area. The data for this item split along linguistic lines rather than minority-majority lines. That is, principals in schools where the minority language of instruction was English (Quebec only) had fewer principals stating that teacher shortages were an issue than when the minority language of instruction was French (all provinces outside Quebec). This may be a reflection of the distribution of these two linguistic populations in Canada overall. The larger English population in Canada will necessarily have more teachers in the language arts in general, making a larger pool for minority schools in Quebec to draw on. Of particular concern is the situation of minority schools in Manitoba where only 45.3% of school principals were able to say there were no teacher shortages in the language arts (Table 27).

In terms of finding qualified teachers to cover other subjects, the differences between minority and majority-language schools were not as extreme as was found for the language arts. Only in Quebec and Ontario were there significant differences. In Quebec, the minority schools again had less problem filling teaching spots in subjects other than the language arts than the majority schools, while in Ontario the opposite was true (Table 27).

The availability of instructional material in the language of instruction is critical to providing consistency between the classroom oral language and the work students do at school and at home. In Nova Scotia, New Brunswick and Quebec, school principals in minority-language settings were experiencing significantly greater shortages of instructional material than were principals in the rest of their respective provinces. In British Columbia, the situation was the opposite, with a larger share of minority-language principals stating that they were experiencing no or very little shortage of instructional material when compared to majority-language school principals (Table 27).

Computer software that can be used for instructional purposes is a necessary component of effective use of this tool in the school setting. For Canada, about seven in ten minority and eight in ten majority principals indicated there was no or very little shortage of computer-related software - a non-significant difference. However, in Nova Scotia and New Brunswick the gap between the two language school systems was significantly wide. It was particularly severe in Nova Scotia, where only 15.4% of principals in minority-language schools were able to indicate no shortage in computer software compared to 87.9% of majority-language principals (Table 27).

Libraries in the school setting are an important resource for both completing schoolwork and for encouraging reading in the student population. On average, about eight in ten principals in minority schools were able to say that they were not experiencing shortages of library materials within their schools, a figure that was comparable to principals in the majority-language systems. However, it should be noted that this falls to 61.8 % for principals in minority-language settings in New Brunswick. Furthermore, in Nova Scotia the number of principals in minority-language settings indicating that were experiencing no shortage of library materials was so small the data could not be reported - indicating that almost all principals in minority settings in that province were facing shortages of library materials (Table 27).

Table 27

**School resource shortages for students in minority and majority language school systems, Canada and selected provinces, 2009**

	Qualified teachers in the language arts		Qualified teachers in other subjects		Instructional material		Computer software for instructional purposes		Library materials	
	No shortage or very little shortage									
	percent	standard error	percent	standard error	percent	standard error	percent	standard error	percent	standard error
Canada <sup>1</sup>										
Minority	89.6	(1.13)	78.2	(1.05)	55.9	(0.89)*	74.2	(1.39)	79.9	(1.20)
Majority	92.9	(0.86)	81.4	(1.60)	80.6	(2.21)*	80.2	(2.06)	85.0	(1.73)
Nova Scotia										
Minority	78.8	(2.87)*	93.8	(0.65)	54.7	(6.58)*	15.4	(2.29)*	F	...
Majority	100.0	(0.00)*	88.2	(2.34)	77.6	(2.35)*	87.9	(2.46)*	72.5	(2.06)
New Brunswick										
Minority	86.1	(3.70)*	85.8	(0.74)	73.0	(1.25)*	67.5	(1.53)*	61.8	(2.72)
Majority	97.4	(1.40)*	86.3	(1.57)	80.1	(2.48)*	79.2	(1.93)*	69.9	(2.26)
Quebec										
Minority	96.4	(1.64)*	79.4	(1.99)*	35.3	(1.14)*	74.4	(2.41)	87.8	(1.99)
Majority	71.4	(3.98)*	63.5	(4.56)*	92.4	(2.26)*	79.2	(3.31)	87.1	(2.97)
Ontario										
Minority	82.9	(2.08)*	72.3	(0.68)*	79.9	(1.36)	76.8	(1.74)	76.3	(1.66)
Majority	99.3	(0.67)*	88.1	(2.96)*	69.9	(4.59)	78.4	(3.98)	81.4	(3.93)
Manitoba										
Minority	45.3	(7.51)*	85.2	(2.17)	81.2	(11.07)	79.9	(2.82)	80.2	(10.95)
Majority	97.9	(1.21)*	80.6	(3.07)	80.9	(2.54)	78.0	(2.38)	80.9	(3.32)
Alberta										
Minority	89.2	(3.55)*	71.1	(8.40)	85.6	(13.38)	97.0	(2.60)	79.7	(4.70)
Majority	99.0	(0.95)*	79.8	(3.84)	87.3	(3.09)	86.6	(3.03)	92.3	(2.52)
British Columbia										
Minority	84.7	(8.82)	82.0	(8.72)	97.4	(0.87)*	100.0	(0.00)*	86.5	(3.36)
Majority	96.9	(1.87)	87.5	(3.80)	88.0	(3.68)*	78.7	(4.32)*	91.2	(3.38)

\* indicates a significant difference between minority and majority populations at the Canada level or within the same province

... not applicable

F too unreliable to be published

1. Includes all provinces except Newfoundland and Labrador.

Source: Programme for International Student Assessment, 2009, OECD.

## 5. Variation in PISA scores as a function of student and school characteristics

PISA literature has demonstrated that there can be a strong interplay between student and school characteristics and results on the PISA reading assessment test. This section represents an initial examination of how PISA reading scores can vary as a function of selected student and school level characteristics as illuminated through the 2009 PISA data. Two types of data are reviewed in the following analyses: categorical characteristic data and indexed data. For an explanation of how this analysis was conducted see the accompanying text boxes for each section.

### Selected categorical characteristics and PISA reading scores

Research literature has consistently shown that gender is an important explanatory variable in understanding variation in reading performance. Girls typically outperform boys on reading assessments. Although there were no significant differences between the distribution of males and females when comparing minority and majority-language students it was important to see whether the gender difference in reading performance seen in the general population was also true for the minority-language population.

In all provinces except Nova Scotia, reading performance was significantly different by gender, with female minority students outperforming male minority students by about a half a reading proficiency level or more. The same was true for the students in the majority-language school system. With both populations experiencing the same phenomenon, the differences in performance by gender do not help explain the overall differences between minority and majority students in PISA reading performance (Table 28.1).

It was expected that having a home language different from the language of instruction at school would explain some of the differences between the minority and majority populations on PISA results. At the Canada level, the average PISA score for minority students having a home language the same as the language of instruction at school was significantly higher than the average score for minority students having a different home language than the language of instruction – by about a half a reading proficiency level. The difference at the Canada level was driven primarily by a significant difference between the two minority sub-populations in Quebec. In all other provinces the difference between same and different home languages for minority-language students was not significant. The same scenario was evident for the majority-language students. Significant differences were found at the Canada level, and in Quebec, with students having the same language at home bettering those with a different language at home by half a reading proficiency level. For the majority-language population of students,

Manitoba also had a significantly higher average score for students whose home language was the same as the language used at school. Given that minority students whose home language was different from school language tended to be using the other official language at home, while majority students with a different home language tended to be using an allophone language at home, these results are inconclusive when explaining differences between overall differences in PISA scores for minority and majority-language student populations (Table 28.1).

**Student and school level characteristics and PISA scores:  
Categorical data**

Student and school characteristics were collapsed into 2 level categorical variables:  
(For example)

- student is male/female;
- home language is same/different from language of instruction at school;
- community size is >15,000/15,000 or less;
- proportion of students in modal grade whose first language is same/different from test language.

PISA reading scores were then produced for each category within each variable for each province and school language system. This process allowed a comparison to be made of the impact of differing variable categories for each of the student populations examined in this report. For example, for students attending minority-language school systems within a particular province – average scores were created for students whose home language was the same as the test language and for students whose home language was different from the test language. A comparison could then be made on the relative influence of differences in the characteristic within the minority population. The same process was applied to students in the majority-language population.

**Table 28.1**

**Differences in PISA combined reading scores by selected student characteristics, minority and majority language school system students, Canada and selected provinces, 2009**

	Sex of student			Home language relative to language of instruction at school		
	Combined reading score		Difference (Female- Male)	Combined reading score		Difference (Same- different)
	Female	Male		Same	Different	
	score	score	difference in score	score	score	difference in score
Canada and selected provinces						
<b>Students in minority language school systems</b>						
Canada <sup>1</sup>	514	482	33*	512	482	29*
Nova Scotia	494	459	35	474	485	-10
New Brunswick	495	444	51*	472	471	2
Quebec	532	507	25*	535	494	41*
Ontario	493	457	36*	483	476	8
Manitoba	508	461	48*	504	475	29
Alberta	498	454	44*	489	472	17
British Columbia	504	450	54*	482	491	-9
<b>Students in majority language school systems</b>						
Canada <sup>1</sup>	543	509	34*	531	515	15*
Nova Scotia	531	502	29*	520	491	29
New Brunswick	523	499	24*	513	496	17
Quebec	538	506	32*	529	498	31*
Ontario	551	515	36*	537	524	13
Manitoba	511	480	31*	503	470	33*
Alberta	549	517	32*	536	531	5
British Columbia	543	507	36*	531	516	15

\* indicates a significant difference between categories within the minority or majority population at the Canada level or within the same province

1. Includes all provinces except Newfoundland and Labrador.

Source: Programme for International Student Assessment, 2009, OECD.

Having grades of 70.0% or more in the language arts was associated with a significant difference on PISA reading performance. At both the Canada level and for all provinces covered in this report, students from the minority-language system who reported grades of 70.0% or more in the language arts had significantly better average PISA reading scores – typically by more than a proficiency level – when compared to those who had grades of less than 70.0%. The same results were found for the majority-language students at all geographies, with statistically significant differences evident between those who were doing well in the language arts and those who were not performing as well in that subject area (Table 28.2).

Post-secondary expectations were also associated with significant differences in average scores on the PISA reading assessment. Minority-language system students who expected to be attending some form of post-secondary education outperformed minority students on the PISA reading assessment relative to those who did not expect to attend post-secondary. The difference between these two groups was, again, about a half a reading proficiency level in PISA scores. Within the minority school student population, the differences were significant at the Canada level and for New Brunswick, Quebec, Ontario and Manitoba. In the majority student population the same phenomenon was evident; however, the differences in average PISA scores for those who expected to attend post-secondary and those who did not were significant for all geographies (Table 28.2).



**Table 28.2**

**Differences in PISA combined reading scores by selected student characteristics, minority and majority language school system students, Canada and selected provinces, 2009**

	Grades in the language arts			Future will include trades / college / university		
	Combined reading score		Difference (70% - < 70%)	Combined reading score		Difference (Agree-Disagree)
	70% or more	Less than 70%		Agree	Disagree	
	score	score	difference in score	score	score	difference in score
<b>Students in minority language school systems</b>						
Canada <sup>1</sup>	522	441	81*	510	478	32*
Nova Scotia	489	445	44*	485	453	33
New Brunswick	502	415	87*	478	426	53*
Quebec	544	460	83*	531	500	31*
Ontario	495	424	71*	487	432	55*
Manitoba	507	415	93*	491	449	42*
Alberta	501	421	80*	486	468	18
British Columbia	506	429	79*	499	447	51
<b>Students in majority language school systems</b>						
Canada <sup>1</sup>	550	477	73*	535	498	37*
Nova Scotia	532	474	58*	525	489	37*
New Brunswick	530	454	75*	517	482	34*
Quebec	551	480	71*	537	494	42*
Ontario	553	485	69*	540	502	38*
Manitoba	525	440	85*	505	475	30*
Alberta	561	481	80*	540	509	32*
British Columbia	548	468	80*	532	503	29*

\* indicates a significant difference between categories within the minority or majority population at the Canada level or within the same province

1. Includes all provinces except Newfoundland and Labrador.

Source: Programme for International Student Assessment, 2009, OECD.

Differences in school characteristics were much less consistent in terms of their relationship to PISA reading scores, with one notable exception. When comparing differences in PISA reading scores by differences in community size, between communities with a population of 15,000 or less and those with populations of more than 15,000, significantly different reading outcomes were found for the Canada, New Brunswick, Quebec and Ontario geographies. In all instances, minority students from the larger communities performed better on PISA than did the minority students from smaller communities. Overall, minority-language students from larger communities had PISA scores that were, on average, 43 points higher than minority-language students from smaller communities. In Nova Scotia and Manitoba, minority students from larger communities also performed better by about a half a proficiency level although these differences were not significant. The overall impact of community size was much smaller for majority-language school systems. At the Canada level the overall difference in PISA scores as a function of community size was 20 points higher on average for the students from larger communities. Alberta was the only province where the higher PISA performance of the majority-language students from large communities was significantly different from that of students from smaller communities (Table 29.1).

Teacher shortages in the language arts coincided with a significant difference of about 33 points on PISA scores at the Canada level for schools attended by minority-language students. Schools experiencing no or very little shortage outperformed those who were experiencing shortages in this area. Provincial differences were non-significant across the board. In Nova Scotia and Quebec although the differences were not significant, minority students from schools experiencing no teacher shortages did better on the PISA reading assessment than those experiencing shortages - by almost half a proficiency level (29 and 32 points respectively). For majority-language students and schools, teacher shortages in the language arts were not related to large differences in PISA scores except in Ontario. In that province, majority-language students from schools not experiencing shortages of teachers in the language arts had PISA scores significantly higher, by about 41 points on average, than students from schools who did have these types of shortages (Table 29.1).

Table 29.1

Differences in PISA combined reading scores by selected school characteristics, minority and majority language school systems, Canada and selected provinces, 2009

Canada and selected provinces	Community size			Teacher shortage in the language arts		
	Combined reading score		Difference (large - small)	Combined reading score		Difference (no-some)
	More than 15,000	15,000 or less		No or very little shortage	Some or large shortage	
	score	score	difference in score	score	score	difference in score
<b>Schools attended by minority language students</b>						
Canada <sup>1</sup>	510	467	43*	501	468	33*
Nova Scotia	496	470	25	485	456	29
New Brunswick	491	459	32*	471	461	10
Quebec	527	484	43*	521	489	32
Ontario	483	459	24*	478	459	19
Manitoba	500	475	25	472	500	-29
Alberta	472	481	-9	474	478	-4
British Columbia	475	479	-4	475	479	-4
<b>Schools attended by majority language students</b>						
Canada <sup>1</sup>	531	511	20*	526	524	2
Nova Scotia	522	512	10	517	...	...
New Brunswick	508	514	-6	510	518	-7
Quebec	526	510	17	521	525	-4
Ontario	535	519	16	533	492	41*
Manitoba	498	491	6	495	509	-13
Alberta	541	512	30*	533	535	-2
British Columbia	528	511	17	524	541	-17

\* indicates a significant difference between categories within the minority or majority population at the Canada level or within the same province

... not applicable

1. Includes all provinces except Newfoundland and Labrador.

Source: Programme for International Student Assessment, 2009, OECD.

The data on differences in PISA scores as a function of shortages in instructional material was extremely varied across the provinces. In Nova Scotia, minority students in schools with shortages of instructional material did more poorly than those with no shortages by about 45 points on the PISA scale -the only province to have a significant difference on this item in the minority student group. Differences on this item were small for the majority-language school systems in all provinces except Alberta. In that province shortages of instructional material were associated with significantly lower PISA reading scores (by about 39 points) relative to the average scores for students attending schools without this type of shortage (Table 29.2).

It was expected that large student populations whose first language was not the same as the test language (or language of instruction at school) would help explain some of the difference between minority and majority students on PISA. Results from the comparison of PISA scores for minority students in schools where more than 20% and less than 20% of the student body had a first language other than the test language were not significantly different however, for all provinces except Quebec. In schools attended by minority-language students in Quebec where more than 20% of the student body had a first language other than the PISA test language the average PISA score was about 29 points lower than for students from schools where less than 20% of students had another first language. For the majority-language students, it was found that the PISA reading scores were actually significantly higher in New Brunswick and Alberta when more than 20% of the student body had a first language other than the language used for the PISA test (Table 29.2).

**Table 29.2**

**Differences in PISA combined reading scores by selected school characteristics, minority and majority language school systems, Canada and selected provinces, 2009**

	Shortage of instructional material			Proportion of students in modal <sup>1</sup> grade whose first language is not test language		
	Combined reading score			Combined reading score		Difference (Less than 20% - 20% or more)
	No or very little shortage	Some or large shortage	Difference (no -some)	Less than 20%	20% or more	
	score	score	difference in score	score	score	difference in score
<b>Schools attended by minority language students</b>						
Canada <sup>2</sup>	490	508	-18*	497	496	0
Nova Scotia	499	454	45*	478	479	-1
New Brunswick	470	468	1	469	...	...
Quebec	518	521	-2	534	506	29*
Ontario	477	467	10	472	480	-8
Manitoba	492	467	25	490	480	10
Alberta	471	494	-23	469	476	-7
British Columbia	473	568	-95	481	475	6
<b>Schools attended by majority language students</b>						
Canada <sup>2</sup>	526	524	2	525	529	-4
Nova Scotia	516	518	-1	517	509	8
New Brunswick	509	517	-8	510	539	-30*
Quebec	522	523	0	524	515	10
Ontario	533	531	3	534	530	4
Manitoba	496	495	1	500	480	20
Alberta	538	498	39*	527	559	-32*
British Columbia	524	530	-6	520	535	-15

\* indicates a significant difference between categories within the minority or majority population at the Canada level or within the same province  
... not applicable

1. The modal grade is the one in which the majority of 15 year-olds are registered.

2. Includes all provinces except Newfoundland and Labrador.

Source: Programme for International Student Assessment, 2009, OECD.

## Selected indexed characteristics and PISA reading scores

As with the categorical analysis, the data from the effect of changes in scores on the selected indices was varied across indices and across geographies. The analysis on the effect of a 1 standard deviation (1 SD) increase in score on the index of social, cultural and economic status (SCES) was associated with an improvement of between 20 and 36 points in PISA scores. In all provinces and at the Canada level this effect was non-significant when comparing the impact of the change for minority-language students relative to the impact of a similar change for majority-language students within a given province.

## Student and school level characteristics and PISA scores:

### Indexed data

Regression analysis identifies the level of change in PISA reading scores for a 1 standard deviation (1 SD) change on the index in question – or the effect of change on the index on reading scores. For example, this type of analysis highlights the difference in reading scores between populations at the mean on the index social, cultural and economic status (SCES) and the PISA reading scores for populations that appear at 1 SD above the mean on SCES. It is important to note that scores on the indices range from 0 to 1 and that a 1 SD change is an enormous change.

While it is possible to have significant differences between scores on any given index, it does not necessarily follow that there will be significant differences in terms of the impact of changes in index scores on the PISA reading scores. As an example, in province X, a significant difference was found between minority and majority populations on the enjoyment of reading index. However, for both minority and majority populations in that province, changing the score on this index by 1 SD results in an improvement of 20 points on the PISA reading scores. Therefore, the *impact* of the change in the score for the index is not significantly different across the minority and majority populations in province X.

Changes in the scores on the index of enjoyment of reading had a greater impact on PISA scores than did a change on the index of social, cultural and economic status (SCES). Students with enjoyment of reading scores 1 SD above the mean scored between 30 and 40 points higher on the PISA reading assessments. Although the overall effect was larger on this index than for the SCES index, there were no-significant differences between minority and majority student populations on the within province comparisons of changes on the enjoyment of reading index. Minority and majority populations were noticeably similar on the effect of an improvement in score on this index when doing the within province comparison. The largest difference in the effect of a 1 SD change on the index of enjoyment of reading when comparing minority and majority-language student populations was less than 5 points in PISA scores (Table 30).

A 1 SD change in scores on the index of quality of educational resources was associated with a negligible change in PISA scores for Canada – overall approximately 5 points on the PISA scale for both minority and majority-language student populations. Differences were non-significant for all geographies except Nova Scotia. The effect of the change in index score for minority students in that province was 25 points on the PISA scale, while for majority students in the same province, an increase in the index was associated with a negligible drop in PISA scores (3 points) (Table 30).

Table 30

Impact of a change in the indexed score on PISA reading scores, for students in minority and majority language school systems, Canada and selected provinces, 2009

Language of school system	Change in PISA score with a 1 SD <sup>2</sup> improvement on the selected index					
	Index of social, cultural and economic status		Index of students enjoyment of reading		Index of quality of educational resources	
	change in PISA score	standard error	change in PISA score	standard error	change in PISA score	standard error
<b>Canada<sup>1</sup></b>						
Minority	29.5	(2.34)	34.7	(1.60)	5.6	(2.23)
Majority	31.8	(1.52)	35.7	(0.85)	5.0	(2.12)
<b>Nova Scotia</b>						
Minority	19.8	(9.92)	37.3	(4.54)	24.7	(6.56)*
Majority	26.5	(3.26)	37.6	(2.13)	-2.7	(3.43)*
<b>New Brunswick</b>						
Minority	23.1	(3.10)	39.5	(2.23)	-5.4	(4.58)
Majority	36.1	(3.70)	36.3	(2.20)	-1.0	(3.18)
<b>Quebec</b>						
Minority	26.6	(4.13)	29.8	(2.47)	11.6	(3.56)
Majority	32.5	(3.56)	31.7	(1.28)	12.5	(3.76)
<b>Ontario</b>						
Minority	34.4	(3.70)	34.3	(2.28)	-1.3	(3.06)
Majority	31.8	(2.74)	34.2	(1.75)	4.8	(4.22)
<b>Manitoba</b>						
Minority	22.2	(8.28)	40.7	(5.12)	35.5	(16.65)
Majority	29.5	(3.20)	40.7	(2.17)	4.4	(2.96)
<b>Alberta</b>						
Minority	26.2	(7.56)	34.7	(7.51)	-1.3	(10.03)
Majority	33.4	(3.19)	39.2	(2.06)	9.1	(5.07)
<b>British Columbia</b>						
Minority	22.8	(13.34)	36.1	(6.38)	15.1	(13.60)
Majority	27.2	(3.16)	40.3	(1.92)	-2.6	(4.22)

\* indicates a significant difference between categories within the minority or majority population at the Canada level or within the same province

1. Includes all provinces except Newfoundland and Labrador.

2. 1 SD is one standard deviation.

Source: Programme for International Student Assessment, 2009, OECD.



## 6. Conclusion

The data from PISA 2009 profiles a minority-language student population that typifies Canadian teenage life. In 2009, these 15-year-old students were leading a normal lifestyle that included school, work, volunteering and extracurricular activities. They were close to their parents, although not as inclined to discuss schooling with their parents as other topics. They appeared to be doing well in school, and were relatively positive about their school experiences. Importantly, they planned to continue their education beyond high school and felt positive about these future academic experiences.

As well, they were planning for a future career although not all decisions had been finalized. The data indicate that they had help and support from parents and schools and that positive attitudes and behaviours were being expressed within their peer group.

For the most part, minority-language students did not differ from their majority-language peers with some notable exceptions. In spite of very positive attitudes towards school, minority students did not feel they belonged at school to a greater degree than majority-language students, although their responses to other items about comfort at school were more positive.

There was a lack of consistency between languages used at school for instruction and language used most often at home, yet the impact on PISA scores was generally non-significant. The poorer performance on PISA raises concerns and the data on student characteristics sheds little light on why these weaker performances occurred.

According to the 2009 PISA data, minority-language schools had a greater propensity to come from smaller communities and the class sizes were smaller than for majority schools. Principals in schools attended by the minority-language students indicated that they had concerns about the quality of some of their educational material and were experiencing shortages in important areas that principals in majority-language schools were not experiencing.

Future analysis of the PISA data for minority-language students and schools should include trend analysis. This would help illuminate where changes have occurred on student and school level characteristics and how these changes over time relate to PISA scores. Regression analysis could also be informative, allowing a number of variables of interest to be included in a model that would help explain some of the differences in PISA scores between minority and majority populations.

## Endnotes

1. <http://www.pch.gc.ca/pgm/lo-ol/entente-agreement/education/cmec/protocol-cmec/2009> (Protocol for agreements, Department of Canadian Heritage- accessed December 24, 2010)
2. Statistics Canada, 2006.
3. Corbeil, Jean-Pierre, Grenier, Claude, Lafrenière, Sylvie. Minorities Speak Up: Results of the Survey on the Vitality of Official-Language Minorities, 2006. Statistics Canada. Catalogue no. 91-548-X. Ottawa. 2007.
4. IBID.
5. Where the second official language is offered only as a subject of study similar to math or science.
6. Where all subjects are taught in the student's second official language.
7. <http://www.statcan.gc.ca/pub/81-004-x/2005004/8984-eng.htm>, accessed January 2011 and <http://www.statcan.gc.ca/pub/81-004-x/2007006/article/10527-eng.htm>, accessed January 2011.
8. In most instances when the language of instruction at school was different from the language used most often at home the language used at home was the other official language for minority-language students and was an allophone language (neither English nor French) for majority-language students.
9. The modal grade is the one in which the majority of 15 year-olds were registered.
10. The PISA test language was the same as the language of instruction in the school in which it was administered.

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- PISA 2009 Results: *What Students Know and Can Do – Volume I. Organisation for Economic Co-operation and Development (OECD)*. 2010.

## Appendix 1

### Tables (with all variable categories included)

**Table A.1.1**

**Gender of students in minority and majority language school systems, Canada and selected provinces, 2009**

Language of school system	Female		Male	
	percent	standard error	percent	standard error
<b>Canada<sup>1</sup></b>				
Minority	50.2	(0.68)	49.8	(0.68)
Majority	49.6	(0.50)	50.4	(0.50)
<b>Nova Scotia</b>				
Minority	55.6	(3.10)	44.4	(3.10)
Majority	49.0	(1.28)	51.0	(1.28)
<b>New Brunswick</b>				
Minority	50.2	(0.53)	49.8	(0.53)
Majority	49.7	(0.82)	50.3	(0.82)
<b>Quebec</b>				
Minority	49.9	(1.18)	50.1	(1.18)
Majority	50.5	(0.85)	49.5	(0.85)
<b>Ontario</b>				
Minority	50.3	(0.60)	49.7	(0.60)
Majority	49.5	(1.09)	50.5	(1.09)
<b>Manitoba</b>				
Minority	56.2	(2.06)	43.8	(2.06)
Majority	50.3	(1.39)	49.7	(1.39)
<b>Alberta</b>				
Minority	47.8	(1.87)	52.2	(1.87)
Majority	50.3	(0.56)	49.7	(0.56)
<b>British Columbia</b>				
Minority	46.6	(3.32)	53.4	(3.32)
Majority	48.5	(0.74)	51.5	(0.74)

1. Includes all provinces except Newfoundland and Labrador.

Source: Programme for International Student Assessment, 2009, OECD.

**Table A.1.2**

**Immigration status of students in minority and majority language school systems, Canada and selected provinces, 2009**

Language of school system	Native <sup>2</sup>		Second generation <sup>3</sup>		First generation <sup>4</sup>	
	percent	standard error	percent	standard error	percent	standard error
<b>Canada<sup>1</sup></b>						
Minority	85.0	(0.84)*	10.0	(0.67)*	5.0	(0.50)*
Majority	74.8	(1.41)*	14.1	(0.88)*	11.2	(0.78)*
<b>Nova Scotia</b>						
Minority	96.7	(1.38)	F	...	F	...
Majority	95.3	(0.69)	1.9	(0.43) <sup>€</sup>	2.8	(0.50) <sup>€</sup>
<b>New Brunswick</b>						
Minority	98.4	(0.46)*	F	...	F	...
Majority	95.4	(0.87)*	1.2	(0.39) <sup>€</sup>	3.3	(0.75) <sup>€</sup>
<b>Quebec</b>						
Minority	82.7	(1.42)	12.4	(1.16)	4.9	(0.77)
Majority	85.4	(2.23)	8.2	(1.34)	6.4	(1.02)
<b>Ontario</b>						
Minority	83.4	(1.16)*	10.3	(0.88)*	6.3	(0.71)*
Majority	66.7	(2.75)*	19.4	(1.71)*	13.9	(1.55)*
<b>Manitoba</b>						
Minority	95.2	(1.20)*	F	...	3.5	(0.80)* <sup>€</sup>
Majority	79.7	(1.45)*	9.0	(0.87)	11.3	(1.38)*
<b>Alberta</b>						
Minority	72.2	(3.64)	9.0	(2.38) <sup>€</sup>	18.8	(2.91)*
Majority	78.7	(2.05)	10.8	(1.20)	10.4	(1.14)*
<b>British Columbia</b>						
Minority	63.6	(5.32)	20.6	(5.18) <sup>€</sup>	15.9	(2.84) <sup>€</sup>
Majority	65.3	(2.74)	18.6	(1.86)	16.1	(1.74)

\* indicates a significant difference between minority and majority populations at the Canada level or within the same province

... not applicable

<sup>€</sup> use with caution

F too unreliable to be published

1. Includes all provinces except Newfoundland and Labrador.

2. Native: Student born in Canada or at least one parent born in Canada, student born abroad but at least one parent born in Canada.

3. Second generation: Student born in Canada but parents born in another country.

4. First generation: Student born in another country and parents also born in another country.

Source: Programme for International Student Assessment, 2009, OECD.

**Table A.1.3**

**Family structure of students in minority and majority language school systems, Canada and selected provinces, 2009**

Language of school system	Single parent family		Nuclear family		Mixed	
	percent	standard error	percent	standard error	percent	standard error
<b>Canada<sup>1</sup></b>						
Minority	15.9	(0.77)	83.1	(0.80)	1.0	(0.20) <sup>£</sup>
Majority	16.9	(0.44)	81.7	(0.47)	1.4	(0.14)
<b>Nova Scotia</b>						
Minority	13.4	(2.30)	86.2	(2.34)	F	...
Majority	19.5	(1.15)	78.8	(1.18)	1.7	(0.31) <sup>£</sup>
<b>New Brunswick</b>						
Minority	16.3	(1.14) *	82.0	(1.21)	1.8	(0.50) <sup>£</sup>
Majority	21.6	(1.37) *	77.0	(1.41)	1.4	(0.44) <sup>£</sup>
<b>Quebec</b>						
Minority	16.0	(1.16)	83.1	(1.23)	1.0	(0.30) <sup>£</sup>
Majority	17.1	(0.96)	81.8	(1.01)	1.1	(0.22) <sup>£</sup>
<b>Ontario</b>						
Minority	16.0	(1.17)	83.0	(1.19)	1.0	(0.25) <sup>£</sup>
Majority	16.9	(0.86)	82.0	(0.87)	1.1	(0.26) <sup>£</sup>
<b>Manitoba</b>						
Minority	12.3	(2.21) <sup>£</sup>	87.3	(2.34)	F	...
Majority	16.4	(1.00)	81.8	(1.12)	1.8	(0.37) <sup>£</sup>
<b>Alberta</b>						
Minority	14.7	(2.95) <sup>£</sup>	85.3	(2.95)	0.0	(0.00)
Majority	16.2	(0.85)	81.6	(0.90)	2.2	(0.51) <sup>£</sup>
<b>British Columbia</b>						
Minority	14.2	(2.99) <sup>£</sup>	84.8	(3.13)	F	...
Majority	16.1	(0.87)	82.2	(0.99)	1.8	(0.41) <sup>£</sup>

\* indicates a significant difference between minority and majority populations at the Canada level or within the same province

... not applicable

0 true zero or a value rounded to 0

<sup>£</sup> use with caution

F too unreliable to be published

1. Includes all provinces except Newfoundland and Labrador.

Source: Programme for International Student Assessment, 2009, OECD.



**Table A.1.4**

**Highest level of education of parents of students in minority and majority language school systems, Canada and selected provinces, 2009**

Language of school system	High school or less		Post-secondary	
	percent	standard error	percent	standard error
<b>Canada<sup>1</sup></b>				
Minority	28.0	(1.00)	72.0	(1.00)
Majority	28.6	(0.74)	71.4	(0.74)
<b>Nova Scotia</b>				
Minority	28.7	(2.85)	71.3	(2.85)
Majority	32.9	(1.46)	67.1	(1.46)
<b>New Brunswick</b>				
Minority	36.3	(1.78)	63.7	(1.78)
Majority	33.0	(1.88)	67.0	(1.88)
<b>Quebec</b>				
Minority	28.4	(1.58)	71.6	(1.58)
Majority	31.8	(1.16)	68.2	(1.16)
<b>Ontario</b>				
Minority	23.6	(1.33)	76.4	(1.33)
Majority	24.5	(1.42)	75.5	(1.42)
<b>Manitoba</b>				
Minority	32.8	(4.26)	67.2	(4.26)
Majority	37.1	(1.11)	62.9	(1.11)
<b>Alberta</b>				
Minority	27.8	(4.49)	72.2	(4.49)
Majority	29.1	(1.64)	70.9	(1.64)
<b>British Columbia</b>				
Minority	13.5	(3.69)* <sup>E</sup>	86.5	(3.69)*
Majority	29.1	(1.46)*	70.9	(1.46)*

\* indicates a significant difference between minority and majority populations at the Canada level or within the same province

<sup>E</sup> use with caution

1. Includes all provinces except Newfoundland and Labrador.

Source: Programme for International Student Assessment, 2009, OECD.

**Table A.1.5**

**Students in minority and majority language school systems by parents labour force status, Canada and selected provinces, 2009**

Language of school system	At least one parent not in the Labour Force		With all parents in the Labour Force	
	percent	standard error	percent	standard error
<b>Canada<sup>1</sup></b>				
Minority	12.4	(0.76)	87.6	(0.76)
Majority	14.1	(0.48)	85.9	(0.48)
<b>Nova Scotia</b>				
Minority	11.8	(1.94)	88.2	(1.94)
Majority	13.6	(0.94)	86.4	(0.94)
<b>New Brunswick</b>				
Minority	9.8	(1.01)	90.2	(1.01)
Majority	11.2	(1.21)	88.8	(1.21)
<b>Quebec</b>				
Minority	15.3	(1.29)	84.7	(1.29)
Majority	11.7	(0.82)	88.3	(0.82)
<b>Ontario</b>				
Minority	9.0	(0.80)*	91.0	(0.80)*
Majority	13.9	(0.92)*	86.1	(0.92)*
<b>Manitoba</b>				
Minority	7.9	(1.99) <sup>E</sup>	92.1	(1.99)
Majority	13.7	(1.12)	86.3	(1.12)
<b>Alberta</b>				
Minority	9.2	(1.59)* <sup>E</sup>	90.8	(1.59)*
Majority	15.7	(0.96)	84.3	(0.96)*
<b>British Columbia</b>				
Minority	F	...	93.0	(2.38)*
Majority	18.6	(1.14)	81.4	(1.14)*

\* indicates a significant difference between minority and majority populations at the Canada level or within the same province

... not applicable

<sup>E</sup> use with caution

F too unreliable to be published

1. Includes all provinces except Newfoundland and Labrador.

Source: Programme for International Student Assessment, 2009, OECD.

**Table A.1.6**

**Parent-student interactions, for students in minority and majority language school systems, Canada and selected provinces, 2009**

Language of school system	Frequency of interaction					
	Never		Once a month or less		Several times a month or more	
	percent	standard error	percent	standard error	percent	standard error
<b>Parents discuss how well student is doing at school</b>						
Canada <sup>1</sup>						
Minority	5.5	(0.50)	33.2	(0.97)*	61.3	(1.04)*
Majority	4.2	(0.20)	29.7	(0.55)*	66.1	(0.57)*
Nova Scotia						
Minority	6.7	(1.59) <sup>E</sup>	34.4	(3.76)	58.9	(3.99)
Majority	6.2	(0.74)	27.0	(1.53)	66.8	(1.63)
New Brunswick						
Minority	6.4	(1.01)	33.3	(1.85)	60.3	(2.02)
Majority	5.4	(0.89)	27.6	(1.82)	67.0	(1.95)
Quebec						
Minority	5.5	(0.80)	28.6	(1.38)*	65.9	(1.57)*
Majority	3.5	(0.39)	36.9	(1.26)*	59.6	(1.37)*
Ontario						
Minority	5.5	(0.56)	40.3	(1.60)*	54.2	(1.57)*
Majority	3.9	(0.38)	27.1	(1.09)*	69.0	(1.12)*
Manitoba						
Minority	3.6	(1.18) <sup>E</sup>	53.4	(3.35)*	43.0	(3.42)*
Majority	6.0	(0.59)	32.1	(1.48)*	61.9	(1.48)*
Alberta						
Minority	F	...	38.2	(3.22)*	58.2	(3.65)
Majority	4.9	(0.49)	28.9	(1.04)*	66.2	(1.01)
British Columbia						
Minority	F	...	32.0	(4.66)	65.1	(4.81)
Majority	4.1	(0.52)	27.2	(1.04)	68.7	(1.05)
<b>Parents and student eat a meal together</b>						
Canada <sup>1</sup>						
Minority	4.3	(0.41)	10.2	(0.62)	85.5	(0.78)
Majority	5.1	(0.28)	10.0	(0.35)	84.8	(0.41)
Nova Scotia						
Minority	5.5	(1.82)	12.2	(2.27)	82.3	(2.60)
Majority	7.7	(0.85)	13.1	(1.02)	79.2	(1.28)
New Brunswick						
Minority	5.5	(0.69)	14.4	(1.19)	80.1	(1.34)
Majority	8.2	(0.98)	13.5	(1.11)	78.2	(1.39)
Quebec						
Minority	3.9	(0.67)	8.7	(0.89)	87.4	(1.13)*
Majority	2.6	(0.34)	5.7	(0.64)	91.7	(0.76)*
Ontario						
Minority	4.5	(0.57)	10.8	(0.97)	84.7	(1.24)
Majority	5.8	(0.57)	10.2	(0.66)	84.0	(0.77)

Table A.1.6 concluded

Parent-student interactions, for students in minority and majority language school systems, Canada and selected provinces, 2009

Language of school system	Frequency of interaction					
	Never		Once a month or less		Several times a month or more	
	percent	standard error	percent	standard error	percent	standard error
<b>Manitoba</b>						
Minority	F	...	12.0	(3.15)	83.9	(2.92)
Majority	5.8	(0.69)	13.6	(1.13)	80.6	(1.21)
<b>Alberta</b>						
Minority	5.7	(1.84)	11.4	(2.36)	82.9	(2.64)
Majority	5.5	(0.56)	11.9	(0.78)	82.6	(0.98)
<b>British Columbia</b>						
Minority	F	...	12.8	(3.51)	84.1	(3.53)
Majority	5.3	(0.46)	11.9	(0.93)	82.8	(1.11)
<b>Parent spends time just talking with student</b>						
<b>Canada<sup>1</sup></b>						
Minority	4.7	(0.47)	15.4	(0.82)	79.9	(1.05)
Majority	4.4	(0.23)	14.6	(0.32)	81.0	(0.40)
<b>Nova Scotia</b>						
Minority	7.2	(1.91) <sup>‡</sup>	12.7	(2.59)	80.1	(3.13)
Majority	5.6	(0.61)	16.6	(1.26)	77.9	(1.34)
<b>New Brunswick</b>						
Minority	4.1	(0.76) <sup>‡</sup>	16.8	(1.25)	79.1	(1.39)
Majority	5.7	(0.87)	16.0	(1.58)	78.2	(1.71)
<b>Quebec</b>						
Minority	5.0	(0.77)	14.0	(1.28)	81.0	(1.70)
Majority	3.1	(0.40)	12.3	(0.80)	84.6	(0.83)
<b>Ontario</b>						
Minority	4.4	(0.58)	17.3	(1.22)	78.3	(1.45)
Majority	4.3	(0.39)	14.5	(0.64)	81.2	(0.78)
<b>Manitoba</b>						
Minority	F	...	17.6	(4.40)	79.5	(4.16)
Majority	5.7	(0.64)	16.1	(0.91)	78.1	(0.92)
<b>Alberta</b>						
Minority	F	...	19.5	(2.64)	76.1	(3.16)
Majority	5.5	(0.53)	16.1	(0.79)	78.4	(0.85)
<b>British Columbia</b>						
Minority	F	...	15.2	(3.39)	82.9	(4.31)
Majority	4.6	(0.46)	15.8	(0.78)	79.6	(0.88)

\* indicates a significant difference between minority and majority populations at the Canada level or within the same province

... not applicable

<sup>‡</sup> use with caution

F too unreliable to be published

1. Includes all provinces except Newfoundland and Labrador.

Source: Programme for International Student Assessment, 2009, OECD.

Table A.1.7

Language spoken most often in the home relative to language of instruction at school, students in minority and majority language school systems, Canada and selected provinces, 2009

Language of school system	School and home language same		School and home language different - home is other official language		School and home language different - home is allophone language <sup>2</sup>	
	percent	standard error	percent	standard error	percent	standard error
Canada <sup>1</sup>						
Minority	67.0	(1.10)*	26.0	(0.81)*	7.0	(0.80)*
Majority	86.6	(0.88)*	1.0	(0.11)*	12.4	(0.85)*
Nova Scotia						
Minority	42.8	(5.63)*	56.2	(5.72)*	F	...
Majority	97.2	(0.50)*	1.0	(0.30)* <sup>E</sup>	1.8	(0.39) <sup>E</sup>
New Brunswick						
Minority	87.1	(0.89)*	12.1	(0.85)*	F	...
Majority	94.3	(0.96)*	2.0	(0.51)*	3.7	(0.77) <sup>E</sup>
Quebec						
Minority	76.5	(1.80)*	14.7	(1.30)*	8.8	(1.52)* <sup>E</sup>
Majority	88.3	(1.68)*	2.9	(0.44)* <sup>E</sup>	8.7	(1.47)* <sup>E</sup>
Ontario						
Minority	47.0	(1.71)*	46.2	(1.59)*	6.8	(0.85)*
Majority	85.3	(1.55)*	0.5	(0.13)* <sup>E</sup>	14.2	(1.54)*
Manitoba						
Minority	49.2	(3.26)*	48.6	(3.02)*	F	...
Majority	86.7	(1.48)*	0.3	(0.11)* <sup>E</sup>	13.0	(1.48)
Alberta						
Minority	49.0	(6.46)*	40.2	(6.98)	10.9	(2.20)* <sup>E</sup>
Majority	87.9	(1.39)*	F	...	11.8	(1.37)*
British Columbia						
Minority	25.2	(4.63)* <sup>E</sup>	61.2	(6.94)	13.5	(4.41)* <sup>E</sup>
Majority	80.5	(1.90)*	F	...	19.2	(1.90)*

\* indicates a significant difference between minority and majority populations at the Canada level or within the same province

... not applicable

<sup>E</sup> use with caution

F too unreliable to be published

1. Includes all provinces except Newfoundland and Labrador.

2. An allophone language is a language other than French or English.

Source: Programme for International Student Assessment, 2009, OECD.

Table A.1.8

Student has a study space, room of their own or a quiet place to study, for students in minority and majority language school systems, Canada and selected provinces, 2009

Language of school system	Yes to at least one		No to all	
	percent	standard error	percent	standard error
<b>Canada<sup>1</sup></b>				
Minority	99.4	(0.17)	0.6	(0.17) <sup>‡</sup>
Majority	99.2	(0.11)	0.8	(0.11)
<b>Nova Scotia</b>				
Minority	98.7	(0.75)	F	...
Majority	98.9	(0.30)	1.1	(0.30) <sup>‡</sup>
<b>New Brunswick</b>				
Minority	99.3	(0.31)	F	...
Majority	99.0	(0.39)	1.0	(0.39)
<b>Quebec</b>				
Minority	99.2	(0.32)	F	...
Majority	99.4	(0.20)	F	...
<b>Ontario</b>				
Minority	99.7	(0.16)	F	...
Majority	99.2	(0.19)	0.8	(0.19) <sup>‡</sup>
<b>Manitoba</b>				
Minority	99.6	(0.43) *	F	...
Majority	97.6	(0.41) *	2.4	(0.41)
<b>Alberta</b>				
Minority	100.0	(0.00) *	0.0	(0.00)
Majority	99.2	(0.22) *	0.8	(0.22) <sup>‡</sup>
<b>British Columbia</b>				
Minority	100.0	(0.00) *	0.0	(0.00)
Majority	99.2	(0.25) *	0.8	(0.25) <sup>‡</sup>

\* indicates a significant difference between minority and majority populations at the Canada level or within the same province

... not applicable

0 true zero or a value rounded to 0

<sup>‡</sup> use with caution

F too unreliable to be published

1. Includes all provinces except Newfoundland and Labrador.

Source: Programme for International Student Assessment, 2009, OECD.



Table A.1.9

Electronics in the home for students in minority and majority language school systems, Canada and selected provinces, 2009

Language of school system	Computer, educational software, internet at home to use for school work				DVD, iPod, cell phones at home			
	Yes to at least one		No to all		Yes to at least one		No to all	
	percent	standard error	percent	standard error	percent	standard error	percent	standard error
<b>Canada<sup>1</sup></b>								
Minority	97.9	(0.41)	2.1	(0.41) <sup>ε</sup>	99.9	(0.05)	0.1	(0.05)
Majority	98.4	(0.15)	1.6	(0.15)	99.9	(0.03)	0.1	(0.03) <sup>ε</sup>
<b>Nova Scotia</b>								
Minority	98.7	(0.75)	F	...	100.0	(0.00)	0.0	(0.00)
Majority	97.3	(0.43)	2.7	(0.43)	99.9	(0.08)	F	...
<b>New Brunswick</b>								
Minority	96.6	(0.75)	3.4	(0.75) <sup>ε</sup>	99.7	(0.27)	F	...
Majority	97.9	(0.43)	2.1	(0.43) <sup>ε</sup>	99.8	(0.15)	F	...
<b>Quebec</b>								
Minority	97.4	(0.78)	2.6	(0.78) <sup>ε</sup>	99.9	(0.05)	F	...
Majority	98.1	(0.30)	1.9	(0.30)	99.9	(0.07)	F	...
<b>Ontario</b>								
Minority	99.2	(0.31)	F	...	99.9	(0.10)	F	...
Majority	98.8	(0.24)	1.2	(0.24) <sup>ε</sup>	99.9	(0.07)	F	...
<b>Manitoba</b>								
Minority	99.2	(0.54)	F	...	100.0	(0.00)	0.0	(0.00)
Majority	96.7	(0.55)	3.3	(0.55)	99.7	(0.21)	F	...
<b>Alberta</b>								
Minority	99.6	(0.38)	F	...	100.0	(0.00)	0.0	(0.00)
Majority	97.9	(0.51)	2.1	(0.51) <sup>ε</sup>	99.9	(0.09)	F	...
<b>British Columbia</b>								
Minority	100.0	(0.00)	0.0	(0.00)	100.0	(0.00)	0.0	(0.00)
Majority	98.7	(0.40)	1.3	(0.40) <sup>ε</sup>	99.9	(0.07)	F	...

\* indicates a significant difference between minority and majority populations at the Canada level or within the same province

... not applicable

0 true zero or value rounded to 0

<sup>ε</sup> use with caution

F too unreliable to be published

1. Includes all provinces except Newfoundland and Labrador.

Source: Programme for International Student Assessment, 2009, OECD.

Table A.1.10

Number of books in the home for students in minority and majority language school systems, Canada and selected provinces, 2009

Language of school system	100 or less		More than 100	
	percent	standard error	percent	standard error
<b>Canada<sup>1</sup></b>				
Minority	3.8	(0.70) <sup>£</sup>	96.2	(0.70)
Majority	2.9	(0.21)	97.1	(0.21)
<b>Nova Scotia</b>				
Minority	F	...	98.3	(0.87)
Majority	3.4	(0.69) <sup>£</sup>	96.6	(0.69)
<b>New Brunswick</b>				
Minority	3.3	(0.61) <sup>£</sup>	96.7	(0.61)
Majority	1.9	(0.50) <sup>£</sup>	98.1	(0.50)
<b>Quebec</b>				
Minority	4.5	(1.23) <sup>£</sup>	95.5	(1.23)
Majority	2.1	(0.40) <sup>£</sup>	97.9	(0.40)
<b>Ontario</b>				
Minority	3.3	(0.57) <sup>£</sup>	96.7	(0.57)
Majority	2.9	(0.36)	97.1	(0.36)
<b>Manitoba</b>				
Minority	F	...	97.6	(1.02)
Majority	3.7	(0.57)	96.3	(0.57)
<b>Alberta</b>				
Minority	F	...	95.6	(1.67)
Majority	3.9	(0.73) <sup>£</sup>	96.1	(0.73)
<b>British Columbia</b>				
Minority	F	...	99.0	(0.98)
Majority	2.7	(0.39)	97.3	(0.39)

... not applicable

<sup>£</sup> use with caution

F too unreliable to be published

1. Includes all provinces except Newfoundland and Labrador.

Source: Programme for International Student Assessment, 2009, OECD.

Table A.1.11

Relationships with others, students in minority and majority language school systems, Canada and selected provinces, 2009

Language of school system	Positive											
	I have family and friends who make me feel safe, secure and happy				There is someone I trust whom I could turn to for advice				There are people I can count on in times of trouble			
	Disagree		Agree		Disagree		Agree		Disagree		Agree	
	per-cent	standard error	per-cent	standard error	per-cent	standard error	per-cent	standard error	per-cent	standard error	per-cent	standard error
<b>Canada<sup>1</sup></b>												
Minority	5.2	(0.39)	94.8	(0.39)	5.8	(0.43)	94.2	(0.43)	7.8	(0.46)*	92.2	(0.46)*
Majority	4.0	(0.21)	96.0	(0.21)	6.0	(0.27)	94.0	(0.27)	6.3	(0.28)*	93.7	(0.28)*
<b>Nova Scotia</b>												
Minority	5.3	(1.34) <sup>£</sup>	94.7	(1.34)	5.2	(1.35) <sup>£</sup>	94.8	(1.35)	11.0	(1.82)	89.0	(1.82)
Majority	5.9	(0.62)	94.1	(0.62)	6.8	(0.74)	93.2	(0.74)	7.5	(0.78)	92.5	(0.78)
<b>New Brunswick</b>												
Minority	7.8	(0.93)	92.2	(0.93)	8.1	(0.81)	91.9	(0.81)	9.2	(0.94)	90.8	(0.94)
Majority	5.2	(0.86)	94.8	(0.86)	7.5	(1.01)	92.5	(1.01)	8.6	(0.95)	91.4	(0.95)
<b>Quebec</b>												
Minority	4.0	(0.68) <sup>£</sup>	96.0	(0.68)	4.2	(0.67)	95.8	(0.67)	6.3	(0.82)	93.7	(0.82)
Majority	3.7	(0.50)	96.3	(0.50)	4.9	(0.48)	95.1	(0.48)	5.9	(0.66)	94.1	(0.66)
<b>Ontario</b>												
Minority	6.4	(0.65)*	93.6	(0.65)*	7.8	(0.84)	92.2	(0.84)	9.5	(0.80)*	90.5	(0.80)*
Majority	3.4	(0.41)*	96.6	(0.41)*	6.1	(0.51)	93.9	(0.51)	5.9	(0.50)*	94.1	(0.50)*
<b>Manitoba</b>												
Minority	5.4	(1.61) <sup>£</sup>	94.6	(1.61)	4.9	(1.61) <sup>£</sup>	95.1	(1.61)	9.1	(2.61) <sup>£</sup>	90.9	(2.61)
Majority	3.9	(0.53)	96.1	(0.53)	6.7	(0.65)	93.3	(0.65)	6.6	(0.81)	93.4	(0.81)
<b>Alberta</b>												
Minority	4.8	(1.53) <sup>£</sup>	95.2	(1.53)	8.0	(2.19) <sup>£</sup>	92.0	(2.19)	11.5	(2.83) <sup>£</sup>	88.5	(2.83)
Majority	4.3	(0.36)	95.7	(0.36)	6.4	(0.51)	93.6	(0.51)	6.3	(0.59)	93.7	(0.59)
<b>British Columbia</b>												
Minority	3.8	(1.69)	96.2	(1.69)	F	...	97.0	(1.46)	11.6	(2.43) <sup>£</sup>	88.4	(2.43)
Majority	5.1	(0.50)	94.9	(0.50)	6.3	(0.55)	93.7	(0.55)	7.3	(0.67)	92.7	(0.67)

\* indicates a significant difference between minority and majority populations at the Canada level or within the same province

... not applicable

<sup>£</sup> use with caution

F too unreliable to be published

1. Includes all provinces except Newfoundland and Labrador.

Source: Programme for International Student Assessment, 2009, OECD.

Table A.1.12

Relationships with others, students in minority and majority language school systems, Canada and selected provinces, 2009

Language of school system	Negative											
	If something went wrong no one would help me				There is no one I feel comfortable talking about problems				There is no one I feel close to			
	Disagree		Agree		Disagree		Agree		Disagree		Agree	
	per-cent	standard error	per-cent	standard error	per-cent	standard error	per-cent	standard error	per-cent	standard error	per-cent	standard error
<b>Canada<sup>1</sup></b>												
Minority	93.8	(0.44)	6.2	(0.44)	88.9	(0.66)	11.1	(0.66)	92.0	(0.54)	8.0	(0.54)
Majority	94.6	(0.24)	5.4	(0.24)	89.9	(0.38)	10.1	(0.38)	93.2	(0.27)	6.8	(0.27)
<b>Nova Scotia</b>												
Minority	93.3	(1.42)	6.7	(1.42) <sup>£</sup>	88.1	(2.10)	11.9	(2.10) <sup>£</sup>	90.5	(1.93)	9.5	(1.93) <sup>£</sup>
Majority	93.2	(0.82)	6.8	(0.82)	88.7	(0.82)	11.3	(0.82)	92.0	(0.86)	8.0	(0.86)
<b>New Brunswick</b>												
Minority	92.8	(0.84)	7.2	(0.84)	87.8	(1.20)	12.2	(1.20)	89.6	(1.03)	10.4	(1.03)
Majority	93.5	(0.95)	6.5	(0.95)	90.8	(1.00)	9.2	(1.00)	92.4	(0.92)	7.6	(0.92)
<b>Quebec</b>												
Minority	94.6	(0.68)	5.4	(0.68)	90.5	(1.12)	9.5	(1.12)	94.4	(0.84)	5.6	(0.84)
Majority	95.0	(0.55)	5.0	(0.55)	91.1	(0.55)	8.9	(0.55)	92.3	(0.64)	7.7	(0.64)
<b>Ontario</b>												
Minority	93.2	(0.60) <sup>*</sup>	6.8	(0.60) <sup>*</sup>	87.0	(1.02) <sup>*</sup>	13.0	(1.02) <sup>*</sup>	89.0	(0.91) <sup>*</sup>	11.0	(0.91) <sup>*</sup>
Majority	95.3	(0.48) <sup>*</sup>	4.7	(0.48) <sup>*</sup>	90.3	(0.70) <sup>*</sup>	9.7	(0.70) <sup>*</sup>	94.3	(0.49) <sup>*</sup>	5.7	(0.49) <sup>*</sup>
<b>Manitoba</b>												
Minority	91.7	(1.58)	8.3	(1.58)	85.5	(1.93)	14.5	(1.93)	91.4	(1.67)	8.6	(1.67) <sup>£</sup>
Majority	93.4	(0.77)	6.6	(0.77)	88.6	(0.89)	11.4	(0.89)	92.6	(0.73)	7.4	(0.73)
<b>Alberta</b>												
Minority	89.5	(2.26)	10.5	(2.26) <sup>£</sup>	81.8	(2.22) <sup>*</sup>	18.2	(2.22) <sup>*</sup>	86.2	(2.63) <sup>*</sup>	13.8	(2.63) <sup>*</sup> <sup>£</sup>
Majority	93.2	(0.56)	6.8	(0.56)	88.7	(0.65) <sup>*</sup>	11.3	(0.65) <sup>*</sup>	92.7	(0.54) <sup>*</sup>	7.3	(0.54) <sup>*</sup>
<b>British Columbia</b>												
Minority	93.5	(1.75)	6.5	(1.75) <sup>£</sup>	84.4	(4.26)	15.6	(4.26) <sup>£</sup>	89.4	(2.41)	10.6	(2.41) <sup>£</sup>
Majority	94.3	(0.58)	5.7	(0.58)	88.6	(0.78)	11.4	(0.78)	92.5	(0.60)	7.5	(0.60)

<sup>\*</sup> indicates a significant difference between minority and majority populations at the Canada level or within the same province

<sup>£</sup> use with caution

1. Includes all provinces except Newfoundland and Labrador.

Source: Programme for International Student Assessment, 2009, OECD.

**Table A.1.13**

**Negative student behaviours and attitudes of students in minority and majority language school systems, Canada and selected provinces, 2009**

Language of school system	Stayed out all night without permission				Run away			
	Never		4 times or less		Never		4 times or less	
	percent	standard error	percent	standard error	percent	standard error	percent	standard error
<b>Canada<sup>1</sup></b>								
Minority	71.2	(1.13)	23.1	(0.94)	90.5	(0.56)*	8.5	(0.52)*
Majority	71.3	(0.53)	23.1	(0.45)	93.7	(0.24)*	5.8	(0.24)*
<b>Nova Scotia</b>								
Minority	80.4	(2.63)*	16.0	(2.44)*	90.9	(2.52)	8.6	(2.48) <sup>E</sup>
Majority	64.2	(1.46)*	28.3	(1.29)*	90.6	(0.81)	8.1	(0.76)
<b>New Brunswick</b>								
Minority	74.8	(1.41)	20.2	(1.25)	90.8	(0.94)	9.0	(0.90)
Majority	69.1	(1.49)	22.8	(1.32)	92.2	(0.85)	7.1	(0.84)
<b>Quebec</b>								
Minority	66.8	(1.83)*	25.9	(1.58)*	92.4	(0.83)*	6.8	(0.77)*
Majority	83.0	(0.90)*	14.2	(0.74)*	95.6	(0.44)*	4.4	(0.44)*
<b>Ontario</b>								
Minority	76.6	(1.43)*	20.3	(1.40)	87.2	(1.05)*	11.0	(1.00)*
Majority	69.9	(0.94)*	24.6	(0.84)	94.3	(0.51)*	5.2	(0.50)*
<b>Manitoba</b>								
Minority	77.9	(2.70)*	18.3	(2.30)*	86.8	(1.99)*	12.2	(1.86)
Majority	67.1	(1.30)*	25.7	(1.21)*	92.7	(0.78)*	6.3	(0.81)
<b>Alberta</b>								
Minority	75.8	(2.57)*	19.4	(2.17)*	83.0	(2.52)*	15.6	(2.33)*
Majority	65.6	(1.26)*	27.9	(1.11)*	92.3	(0.68)*	7.2	(0.63)*
<b>British Columbia</b>								
Minority	83.9	(3.00)*	15.0	(3.07) <sup>E</sup>	86.9	(6.23)	F	...
Majority	68.5	(1.44)*	24.3	(1.27)	91.6	(0.61)	7.6	(0.53)

**Table A.1.13** concluded

**Negative student behaviours and attitudes of students in minority and majority language school systems, Canada and selected provinces, 2009**

Language of school system	Caused trouble at school				Ever been suspended			
	Never		4 times or less		No		Yes	
	percent	standard error	percent	standard error	percent	standard error	percent	standard error
<b>Canada<sup>1</sup></b>								
Minority	65.8	(1.08)*	16.9	(0.78)*	72.5	(0.97)*	27.5	(0.97)*
Majority	72.3	(0.50)*	13.6	(0.35)*	77.0	(0.48)*	23.0	(0.48)*
<b>Nova Scotia</b>								
Minority	76.0	(4.50)	12.2	(2.05) <sup>£</sup>	87.0	(2.27)*	13.0	(2.27)*
Majority	67.1	(1.56)	15.4	(1.01)	74.3	(1.27)*	25.7	(1.27)*
<b>New Brunswick</b>								
Minority	73.5	(1.43)	12.8	(1.40)	74.3	(1.44)	25.7	(1.44)
Majority	70.8	(1.55)	14.7	(1.38)	76.1	(1.60)	23.9	(1.60)
<b>Quebec</b>								
Minority	62.1	(1.80)*	18.4	(1.37)*	70.3	(1.48)	29.7	(1.48)*
Majority	76.2	(1.12)*	11.6	(0.68)*	79.7	(1.28)	20.3	(1.28)*
<b>Ontario</b>								
Minority	68.7	(1.55)	16.2	(1.16)	73.7	(1.39)	26.3	(1.39)
Majority	72.6	(1.06)	13.6	(0.70)	76.2	(0.82)	23.8	(0.82)
<b>Manitoba</b>								
Minority	78.4	(2.81)	10.5	(2.16) <sup>£</sup>	87.4	(2.59)	12.6	(2.59)* <sup>£</sup>
Majority	70.4	(1.48)	14.4	(1.04)	74.1	(1.45)	25.9	(1.45)*
<b>Alberta</b>								
Minority	59.9	(3.95)*	15.7	(2.93) <sup>£</sup>	75.7	(3.36)	24.3	(3.36)
Majority	70.6	(1.40)*	15.4	(0.76)	76.1	(0.96)	23.9	(0.96)
<b>British Columbia</b>								
Minority	64.2	(5.14)	21.8	(4.23) <sup>£</sup>	81.5	(4.06)	18.5	(4.06) <sup>£</sup>
Majority	70.8	(1.31)	14.2	(0.88)	77.7	(1.17)	22.3	(1.17)

\* indicates a significant difference between minority and majority populations at the Canada level or within the same province

... not applicable

<sup>£</sup> use with caution

F too unreliable to be published

1. Includes all provinces except Newfoundland and Labrador.

**Source:** Programme for International Student Assessment, 2009, OECD.



**Table A.1.14**

**Students in minority and majority language school systems who worked for pay during school year, Canada and selected provinces, 2009**

Language of school system	Worked		Did not work	
	percent	standard error	percent	standard error
<b>Canada<sup>1</sup></b>				
Minority	59.4	(1.10)	40.6	(1.10)
Majority	59.2	(0.91)	40.8	(0.91)
<b>Nova Scotia</b>				
Minority	65.7	(3.39)	34.3	(3.39)
Majority	64.2	(1.90)	35.8	(1.90)
<b>New Brunswick</b>				
Minority	66.5	(1.79)	33.5	(1.79)
Majority	65.0	(1.92)	35.0	(1.92)
<b>Quebec</b>				
Minority	54.7	(1.88)	45.3	(1.88)
Majority	58.9	(1.36)	41.1	(1.36)
<b>Ontario</b>				
Minority	63.9	(1.20)*	36.1	(1.20)*
Majority	55.7	(1.79)*	44.3	(1.79)*
<b>Manitoba</b>				
Minority	72.9	(4.14)	27.1	(4.14)
Majority	62.1	(1.53)	37.9	(1.53)
<b>Alberta</b>				
Minority	59.4	(3.42)	40.6	(3.42)
Majority	67.0	(1.31)	33.0	(1.31)
<b>British Columbia</b>				
Minority	64.3	(5.98)	35.7	(5.98)
Majority	57.6	(1.72)	42.4	(1.72)

\* indicates a significant difference between minority and majority populations at the Canada level or within the same province

1. Includes all provinces except Newfoundland and Labrador.

Source: Programme for International Student Assessment, 2009, OECD.

**Table A.1.15**

**Impact of work on school life of students in minority and majority language school systems,  
Canada and selected provinces, 2009**

Language of school system	Grades (stayed the same)		Studying (stayed the same)		Interest in school (stayed the same)	
	percent	standard error	percent	standard error	percent	standard error
<b>Canada<sup>1</sup></b>						
Minority	81.4	(1.20)	74.2	(1.24)	78.5	(1.07)
Majority	83.6	(0.46)	72.8	(0.60)	81.1	(0.57)
<b>Nova Scotia</b>						
Minority	87.2	(3.92)	81.4	(3.56)	84.9	(3.26)
Majority	85.8	(1.23)	76.6	(1.50)	83.4	(1.49)
<b>New Brunswick</b>						
Minority	78.2	(2.41)	74.1	(1.84)	79.7	(1.83)
Majority	81.6	(1.89)	75.0	(1.91)	80.0	(2.15)
<b>Quebec</b>						
Minority	82.5	(2.06)	74.3	(2.31)	78.7	(1.92)*
Majority	89.0	(0.76)	79.8	(1.03)	84.7	(0.79)*
<b>Ontario</b>						
Minority	79.9	(1.75)	72.8	(2.06)	76.3	(1.47)
Majority	80.4	(1.10)	68.8	(1.34)	78.7	(1.19)
<b>Manitoba</b>						
Minority	89.1	(3.30)	80.1	(3.01)	87.3	(2.56)
Majority	85.7	(1.22)	74.2	(1.74)	83.7	(1.38)
<b>Alberta</b>						
Minority	85.9	(3.71)	79.4	(3.87)	79.6	(4.11)
Majority	83.8	(1.16)	72.3	(1.31)	81.6	(0.89)
<b>British Columbia</b>						
Minority	78.0	(4.00)	79.4	(4.12)	74.6	(6.97)
Majority	83.6	(1.13)	71.9	(1.16)	81.0	(1.18)

\* indicates a significant difference between minority and majority populations at the Canada level or within the same province

1. Includes all provinces except Newfoundland and Labrador.

Source: Programme for International Student Assessment, 2009, OECD.

Table A.1.16

Impact of work on personal life of students in minority and majority language school systems, Canada and selected provinces, 2009

Language of school system	Impact from working on .....							
	Time with friends				Time for sleep			
	Decreased		Stayed the same		Decreased		Stayed the same	
	percent	standard error	percent	standard error	percent	standard error	percent	standard error
<b>Canada<sup>1</sup></b>								
Minority	37.3	(1.25)	54.2	(1.43)	36.6	(1.25)	59.2	(1.29)
Majority	36.6	(0.69)	54.7	(0.67)	35.9	(0.63)	60.8	(0.61)
<b>Nova Scotia</b>								
Minority	37.7	(5.05)	51.9	(5.03)	30.2	(4.64)	60.8	(1.49)
Majority	33.2	(1.78)	58.8	(1.88)	35.6	(1.44)	66.1	(4.36)
<b>New Brunswick</b>								
Minority	39.7	(2.11)	51.3	(2.22)	32.9	(2.11)	60.3	(2.49)
Majority	33.3	(2.27)	54.9	(2.08)	35.5	(2.50)	61.8	(2.17)
<b>Quebec</b>								
Minority	33.6	(2.28)	58.1	(2.42)	36.3	(2.24)	65.7	(1.32)
Majority	39.5	(1.40)	55.7	(1.44)	30.8	(1.40)	60.4	(2.23)
<b>Ontario</b>								
Minority	42.7	(1.75)	49.3	(1.91)	40.1	(2.04)	59.0	(1.26)
Majority	36.8	(1.38)	53.9	(1.40)	38.0	(1.27)	54.2	(2.13)
<b>Manitoba</b>								
Minority	40.3	(2.82)	54.5	(2.95)	34.3	(3.75)	62.0	(1.72)
Majority	33.5	(1.61)	57.6	(1.69)	34.9	(1.67)	64.5	(3.71)
<b>Alberta</b>								
Minority	47.2	(4.17)	42.2	(5.38)	33.3	(5.94)	61.2	(1.42)
Majority	36.4	(1.46)	52.7	(1.27)	35.6	(1.55)	64.1	(6.12)
<b>British Columbia</b>								
Minority	21.2	(6.93) <sup>E</sup>	60.2	(5.71)	26.5	(8.59) <sup>E</sup>	57.8	(1.42)
Majority	35.0	(1.37)	55.3	(1.48)	39.2	(1.43)	64.5	(5.57)

<sup>E</sup> use with caution

1. Includes all provinces except Newfoundland and Labrador.

Source: Programme for International Student Assessment, 2009, OECD.

**Table A.1.17**

**Students in minority and majority language school systems who volunteered, Canada and selected provinces, 2009**

Language of school system	Volunteered		Did not volunteer	
	percent	standard error	percent	standard error
<b>Canada<sup>1</sup></b>				
Minority	60.5	(0.93)	39.5	(0.93)
Majority	62.1	(0.65)	37.9	(0.65)
<b>Nova Scotia</b>				
Minority	60.8	(3.15)	39.2	(3.15)
Majority	60.2	(1.54)	39.8	(1.54)
<b>New Brunswick</b>				
Minority	44.6	(1.67)*	55.4	(1.67)*
Majority	56.1	(1.85)*	43.9	(1.85)*
<b>Quebec</b>				
Minority	60.4	(1.43)	39.6	(1.43)
Majority	39.6	(1.31)	60.4	(1.31)
<b>Ontario</b>				
Minority	69.3	(1.49)	30.7	(1.49)
Majority	74.9	(1.23)	25.1	(1.23)
<b>Manitoba</b>				
Minority	51.1	(2.91)	48.9	(2.91)
Majority	59.3	(1.52)	40.7	(1.52)
<b>Alberta</b>				
Minority	48.0	(4.37)	52.0	(4.37)
Majority	59.2	(1.51)	40.8	(1.51)
<b>British Columbia</b>				
Minority	61.7	(4.45)	38.3	(4.45)
Majority	61.9	(1.24)	38.1	(1.24)

\* indicates a significant difference between minority and majority populations at the Canada level or within the same province

1. Includes all provinces except Newfoundland and Labrador.

Source: Programme for International Student Assessment, 2009, OECD.

Table A.1.18

Reasons for volunteering, students in minority and majority language school systems, Canada and selected provinces, 2009

Language of school system	Fundraising		Teach or coach		Collect or deliver food		Help educate		Health care support	
	percent	standard error	percent	standard error	percent	standard error	percent	standard error	percent	standard error
<b>Canada<sup>1</sup></b>										
Minority	35.2	(0.97)	23.3	(0.88)*	24.4	(0.87)*	17.8	(0.92)	12.3	(0.72)*
Majority	36.0	(0.55)	26.6	(0.57)*	20.9	(0.47)*	15.2	(0.46)	9.4	(0.32)*
<b>Nova Scotia</b>										
Minority	43.8	(3.72)	23.4	(2.70)	21.1	(3.35)*	20.8	(2.46)	16.2	(3.47) <sup>‡</sup>
Majority	42.1	(1.74)	29.2	(1.46)	19.7	(1.23)*	16.7	(1.10)	9.1	(0.86)
<b>New Brunswick</b>										
Minority	27.9	(1.47)*	14.5	(1.40)*	15.0	(1.34)*	15.6	(1.33)	11.9	(1.05)
Majority	39.5	(1.98)*	22.8	(1.51)*	21.1	(1.45)*	14.6	(1.26)	10.7	(1.21)
<b>Quebec</b>										
Minority	39.0	(1.59)*	21.5	(1.31)*	24.6	(1.32)*	18.4	(1.47)*	12.0	(1.19)*
Majority	20.6	(1.10)*	12.2	(0.83)*	13.9	(0.83)*	8.4	(0.62)*	6.7	(0.51)*
<b>Ontario</b>										
Minority	32.2	(1.43)*	31.1	(1.53)	28.3	(1.53)	17.6	(1.06)	12.4	(1.14)
Majority	41.7	(1.27)*	34.3	(1.24)	24.5	(0.94)	18.7	(0.94)	10.2	(0.64)
<b>Manitoba</b>										
Minority	21.1	(2.79)*	19.9	(3.20)	23.9	(3.56)	16.3	(4.28) <sup>‡</sup>	11.9	(2.47) <sup>‡</sup>
Majority	36.2	(1.37)*	23.8	(1.21)	23.7	(1.30)	14.1	(0.91)	11.4	(1.00)
<b>Alberta</b>										
Minority	24.1	(2.56)*	21.7	(2.60)	24.9	(3.95)	18.1	(3.43) <sup>‡</sup>	15.9	(2.06)*
Majority	36.7	(1.35)*	24.0	(0.93)	20.9	(0.94)	14.3	(0.70)	9.3	(0.68)*
<b>British Columbia</b>										
Minority	28.8	(4.38)	30.0	(3.82)	28.4	(5.98) <sup>‡</sup>	17.0	(3.22) <sup>‡</sup>	18.4	(4.20) <sup>‡</sup>
Majority	38.6	(1.13)	27.9	(1.00)	19.7	(0.98)	16.4	(0.83)	10.4	(0.73)

\* indicates a significant difference between minority and majority populations at the Canada level or within the same province

<sup>‡</sup> use with caution

1. Includes all provinces except Newfoundland and Labrador.

Source: Programme for International Student Assessment, 2009, OECD.

**Table A.1.19**

**Students in minority and majority language school systems who participated in extracurricular activities, Canada and selected provinces, 2009**

Language of school system	Participated in extracurricular activities		Did not participate in extracurricular activities	
	percent	standard error	percent	standard error
<b>Canada<sup>1</sup></b>				
Minority	79.1	(0.69)	20.9	(0.69)
Majority	79.1	(0.37)	20.9	(0.37)
<b>Nova Scotia</b>				
Minority	88.8	(2.47)* <sup>£</sup>	11.2	(2.47)* <sup>£</sup>
Majority	80.5	(1.22)*	19.5	(1.22)*
<b>New Brunswick</b>				
Minority	68.0	(1.64)*	32.0	(1.64)*
Majority	75.1	(1.60)*	24.9	(1.60)*
<b>Quebec</b>				
Minority	79.4	(1.21)*	20.6	(1.21)*
Majority	69.9	(1.17)*	30.1	(1.17)*
<b>Ontario</b>				
Minority	82.1	(1.03)	17.9	(1.03)
Majority	82.3	(0.82)	17.7	(0.82)
<b>Manitoba</b>				
Minority	89.9	(2.51)*	10.1	(2.51)* <sup>£</sup>
Majority	77.0	(1.29)*	23.0	(1.29)*
<b>Alberta</b>				
Minority	80.3	(3.26) <sup>£</sup>	19.7	(3.26) <sup>£</sup>
Majority	79.5	(1.09)	20.5	(1.09)
<b>British Columbia</b>				
Minority	87.5	(3.21) <sup>£</sup>	12.5	(3.21) <sup>£</sup>
Majority	82.5	(1.06)	17.5	(1.06)

\* indicates a significant difference between minority and majority populations at the Canada level or within the same province

<sup>£</sup> use with caution

1. Includes all provinces except Newfoundland and Labrador.

**Source:** Programme for International Student Assessment, 2009, OECD.



Table A.1.20

Positive peer behaviours and attitudes, students in minority and majority language school systems, Canada and selected provinces, 2009

Language of school system	Friends exhibiting the behaviour							
	None		Some		Most		All	
	percent	standard error	percent	standard error	percent	standard error	percent	standard error
<b>Friends think completing high school is important</b>								
Canada <sup>1</sup>								
Minority	1.4	(0.17)	8.2	(0.56)	38.0	(0.96)	52.3	(1.01)
Majority	1.1	(0.09)	9.2	(0.32)	40.1	(0.64)	49.6	(0.63)
Nova Scotia								
Minority	0.9	(0.64)	4.1	(1.27)	39.5	(3.02)	55.5	(3.04)*
Majority	1.3	(0.33) <sup>£</sup>	11.8	(0.77)	44.7	(1.48)	42.3	(1.48)*
New Brunswick								
Minority	2.9	(0.62) <sup>£</sup>	7.9	(0.99)	44.2	(1.81)	45.1	(1.80)
Majority	1.5	(0.40) <sup>£</sup>	13.4	(1.32)	43.3	(1.91)	41.7	(1.79)
Quebec								
Minority	0.7	(0.21) <sup>£</sup>	10.0	(0.96)	39.1	(1.72)	50.2	(1.74)
Majority	1.1	(0.19)	8.6	(0.65)	40.4	(1.09)	49.9	(1.16)
Ontario								
Minority	2.2	(0.37)*	5.1	(0.63)	33.0	(1.48)*	59.7	(1.47)*
Majority	0.9	(0.20)* <sup>£</sup>	7.5	(0.63)	38.7	(1.22)*	52.8	(1.32)*
Manitoba								
Minority	F	...	5.5	(1.28) <sup>£</sup>	32.5	(4.21)	61.6	(4.31)*
Majority	1.5	(0.35) <sup>£</sup>	13.0	(1.07)	42.3	(1.40)	43.2	(1.78)*
Alberta								
Minority	0.8	(0.59)	12.7	(3.25) <sup>£</sup>	43.2	(3.87)	43.3	(3.59)
Majority	1.2	(0.23) <sup>£</sup>	11.6	(0.84)	41.5	(1.35)	45.7	(1.61)
British Columbia								
Minority	F	...	7.6	(1.85) <sup>£</sup>	34.0	(3.97)	52.7	(6.23)
Majority	1.4	(0.25) <sup>£</sup>	10.6	(0.81)	39.9	(1.29)	48.1	(1.42)
<b>Friends are planning to go to post-secondary</b>								
Canada <sup>1</sup>								
Minority	3.1	(0.39)	11.8	(0.71)*	45.2	(1.12)	39.8	(1.18)*
Majority	2.1	(0.17)	15.4	(0.43)*	47.7	(0.64)	34.8	(0.62)*
Nova Scotia								
Minority	F	...	7.7	(1.75) <sup>£</sup>	52.6	(3.57)	39.2	(3.40)*
Majority	2.1	(0.39) <sup>£</sup>	16.3	(1.00)	53.7	(1.34)	27.9	(1.13)*
New Brunswick								
Minority	3.4	(0.59) <sup>£</sup>	11.6	(1.21)*	51.8	(1.93)	33.3	(1.84)
Majority	2.8	(0.60) <sup>£</sup>	20.2	(1.58)*	49.9	(1.83)	27.1	(1.55)
Quebec								
Minority	3.0	(0.64) <sup>£</sup>	14.1	(1.21)	45.1	(1.76)	37.7	(1.82)
Majority	2.3	(0.37)	14.2	(0.73)	48.3	(1.03)	35.2	(1.08)
Ontario								
Minority	3.2	(0.52)	6.8	(0.79)*	41.1	(1.63)	48.9	(1.68)*
Majority	2.0	(0.31)	12.2	(0.90)*	44.5	(1.14)	41.3	(1.26)*

Table A.1.20 continued

**Positive peer behaviours and attitudes, students in minority and majority language school systems, Canada and selected provinces, 2009**

Language of school system	Friends exhibiting the behaviour							
	None		Some		Most		All	
	percent	standard error	percent	standard error	percent	standard error	percent	standard error
<b>Manitoba</b>								
Minority	F	...	16.4	(2.23)*	55.5	(3.15)	24.4	(2.75)
Majority	3.9	(0.75)	22.6	(1.40)*	49.3	(1.29)	24.1	(1.59)
<b>Alberta</b>								
Minority	F	...	20.8	(4.31) <sup>§</sup>	42.2	(3.57)	33.8	(4.00)
Majority	1.9	(0.32) <sup>§</sup>	19.9	(1.13)	51.2	(1.31)	27.0	(1.65)
<b>British Columbia</b>								
Minority	F	...	16.6	(3.41) <sup>§</sup>	48.7	(5.44)	26.0	(5.11) <sup>§</sup>
Majority	1.9	(0.44) <sup>§</sup>	18.3	(1.08)	50.2	(1.22)	29.6	(1.20)
<b>Friends think its okay to work hard at school</b>								
<b>Canada<sup>1</sup></b>								
Minority	2.8	(0.34)	16.1	(0.93)	49.1	(1.11)	32.0	(0.99)
Majority	2.0	(0.13)	18.1	(0.41)	50.4	(0.51)	29.5	(0.55)
<b>Nova Scotia</b>								
Minority	F	...	11.3	(2.71) <sup>§</sup>	54.7	(4.04)	32.2	(2.80)
Majority	2.0	(0.42) <sup>§</sup>	19.9	(1.00)	52.2	(1.35)	25.9	(1.17)
<b>New Brunswick</b>								
Minority	4.2	(0.77) <sup>§</sup>	20.8	(1.37)	51.5	(1.60)	23.6	(1.33)
Majority	2.0	(0.49) <sup>§</sup>	21.0	(1.56)	50.7	(2.01)	26.3	(1.62)
<b>Quebec</b>								
Minority	2.0	(0.47) <sup>§</sup>	16.1	(1.38)	47.4	(1.77)	34.5	(1.65)*
Majority	2.3	(0.35)	19.0	(1.03)	51.2	(1.21)	27.5	(1.13)*
<b>Ontario</b>								
Minority	3.8	(0.65) <sup>§</sup>	13.8	(1.15)	50.5	(1.47)	31.9	(1.40)
Majority	1.8	(0.27)	16.5	(0.80)	49.6	(0.89)	32.1	(1.07)
<b>Manitoba</b>								
Minority	F	...	13.2	(2.11)*	61.4	(2.83)*	23.3	(2.70)
Majority	2.4	(0.38)	23.7	(1.11)*	50.1	(1.23)*	23.8	(1.25)
<b>Alberta</b>								
Minority	F	...	18.5	(3.55) <sup>§</sup>	49.5	(3.19)	30.2	(3.82)
Majority	1.7	(0.26)	20.1	(1.09)	49.8	(1.16)	28.4	(1.25)
<b>British Columbia</b>								
Minority	F	...	22.3	(5.50) <sup>§</sup>	42.0	(6.83)	31.9	(4.35)
Majority	1.9	(0.32)	16.3	(0.87)	52.0	(1.24)	29.8	(1.02)
<b>Friends work</b>								
<b>Canada<sup>1</sup></b>								
Minority	9.2	(0.69)	42.7	(1.07)	39.2	(0.94)	8.9	(0.49)
Majority	8.0	(0.36)	43.4	(0.70)	40.4	(0.76)	8.1	(0.31)
<b>Nova Scotia</b>								
Minority	F	...	31.4	(3.24)*	57.6	(4.43)*	7.0	(2.29) <sup>§</sup>
Majority	5.7	(0.53)	47.8	(1.63)*	39.9	(1.63)*	6.5	(0.71)

**Table A.1.20** concluded

**Positive peer behaviours and attitudes, students in minority and majority language school systems, Canada and selected provinces, 2009**

Language of school system	Friends exhibiting the behaviour							
	None		Some		Most		All	
	percent	standard error	percent	standard error	percent	standard error	percent	standard error
<b>New Brunswick</b>								
Minority	5.8	(0.70)	30.6	(1.53)*	52.1	(1.50)	11.5	(1.05)*
Majority	5.6	(0.99) <sup>‡</sup>	42.3	(1.87)*	45.3	(1.90)	6.8	(0.84)*
<b>Quebec</b>								
Minority	12.0	(1.23)	52.2	(1.68)*	30.7	(1.45)*	5.1	(0.68)*
Majority	4.1	(0.49)	39.3	(1.30)*	47.6	(1.43)*	9.0	(0.71)*
<b>Ontario</b>								
Minority	6.2	(0.90)	32.6	(1.28)*	46.7	(1.45)*	14.5	(1.22)*
Majority	9.7	(0.71)	44.9	(1.32)*	37.3	(1.42)*	8.0	(0.58)*
<b>Manitoba</b>								
Minority	F	...	27.6	(2.80)*	53.1	(3.66)*	15.2	(2.71) <sup>‡</sup>
Majority	9.0	(0.85)	41.4	(1.36)*	40.5	(1.31)*	9.0	(0.97)
<b>Alberta</b>								
Minority	F	...	29.8	(4.87)	52.5	(6.28)	14.2	(2.39)
Majority	8.5	(0.77)	44.1	(1.05)	38.8	(1.30)	8.6	(0.64)
<b>British Columbia</b>								
Minority	F	...	34.1	(4.73)	51.2	(5.92)	F	...
Majority	9.6	(0.88)	45.9	(1.25)	38.1	(1.40)	6.3	(0.57)

\* indicates a significant difference between minority and majority populations at the Canada level or within the same province

... not applicable

<sup>‡</sup> use with caution

F too unreliable to be published

1. Includes all provinces except Newfoundland and Labrador.

Source: Programme for International Student Assessment, 2009, OECD.

**Table A.1.21**

**Negative peer behaviours and attitudes, students in minority and majority language school systems, Canada and selected provinces, 2009**

Language of school system	Friends exhibiting the behaviour							
	None		Some		Most		All	
	percent	standard error	percent	standard error	percent	standard error	percent	standard error
<b>Friends skip classes once a week or more</b>								
Canada <sup>1</sup>								
Minority	48.4	(1.03)*	42.4	(0.94)*	7.3	(0.49)*	1.9	(0.24)
Majority	36.2	(0.66)*	50.3	(0.59)*	11.2	(0.35)*	2.3	(0.16)
Nova Scotia								
Minority	58.5	(3.08)*	33.5	(3.33)*	7.5	(2.72)	F	...
Majority	38.3	(1.45)*	50.2	(1.67)*	9.8	(0.88)	1.7	(0.39) <sup>£</sup>
New Brunswick								
Minority	43.7	(1.76)	44.4	(1.49)	8.9	(0.99)	3.0	(0.61) <sup>£</sup>
Majority	43.7	(2.12)	46.7	(2.08)	7.9	(0.91)	F	...
Quebec								
Minority	50.0	(1.84)	41.9	(1.66)	6.6	(0.76)	1.4	(0.32) <sup>£</sup>
Majority	46.0	(1.40)	44.5	(1.38)	7.8	(0.61)	1.7	(0.34)
Ontario								
Minority	47.3	(1.71)*	42.8	(1.72)*	7.5	(0.79)*	2.3	(0.47)
Majority	33.9	(1.54)*	51.1	(1.21)*	12.3	(0.70)*	2.7	(0.33)
Manitoba								
Minority	52.2	(3.28)*	39.5	(3.32)*	7.1	(1.47) <sup>£</sup>	F	...
Majority	29.7	(1.73)*	52.5	(1.68)*	15.0	(1.01)	2.8	(0.51) <sup>£</sup>
Alberta								
Minority	39.7	(2.95)	43.6	(3.16)*	12.0	(1.88)	4.7	(1.52) <sup>£</sup>
Majority	32.7	(1.65)	53.9	(1.36)*	11.3	(0.90)	2.0	(0.35) <sup>£</sup>
British Columbia								
Minority	43.5	(4.13)*	50.7	(4.35)	F	...	0.0	(0.00)
Majority	30.0	(1.14)*	54.3	(1.07)	13.3	(0.96)	2.4	(0.31)
<b>Friends have dropped out of high school without graduating</b>								
Canada <sup>1</sup>								
Minority	79.3	(0.80)*	16.4	(0.86)	3.0	(0.27)	1.3	(0.19)
Majority	83.0	(0.47)*	14.6	(0.45)	1.8	(0.13)	0.6	(0.08)
Nova Scotia								
Minority	85.3	(2.30)	11.1	(2.52) <sup>£</sup>	F	...	F	...
Majority	81.6	(1.03)	15.9	(0.95)	1.4	(0.27) <sup>£</sup>	1.0	(0.31) <sup>£</sup>
New Brunswick								
Minority	71.8	(1.62)	20.6	(1.49)	6.2	(0.93)	1.5	(0.40) <sup>£</sup>
Majority	76.7	(1.63)	21.0	(1.59)	1.0	(0.32)	F	...
Quebec								
Minority	78.8	(1.44)	18.9	(1.47)	1.6	(0.39) <sup>£</sup>	F	...
Majority	74.4	(1.11)	21.3	(1.01)	3.4	(0.41)	0.9	(0.22) <sup>£</sup>
Ontario								
Minority	83.1	(1.00)*	10.3	(0.97)	4.2	(0.55)	2.4	(0.44)* <sup>£</sup>
Majority	88.8	(0.67)*	9.3	(0.63)	1.3	(0.22)	0.5	(0.15)* <sup>£</sup>

Table A.1.21 continued

**Negative peer behaviours and attitudes, students in minority and majority language school systems, Canada and selected provinces, 2009**

Language of school system	Friends exhibiting the behaviour							
	None		Some		Most		All	
	percent	standard error	percent	standard error	percent	standard error	percent	standard error
<b>Manitoba</b>								
Minority	89.2	(2.35)*	8.3	(2.37)* <sup>E</sup>	F	...	F	...
Majority	77.6	(1.37)*	19.9	(1.40)*	2.0	(0.39) <sup>E</sup>	F	...
<b>Alberta</b>								
Minority	74.2	(3.17)	15.8	(2.58)	7.6	(1.59)* <sup>E</sup>	F	...
Majority	82.0	(1.18)	16.3	(1.16)	1.2	(0.21)* <sup>E</sup>	0.5	(0.15) <sup>E</sup>
<b>British Columbia</b>								
Minority	82.3	(4.86)	16.8	(4.70) <sup>E</sup>	F	...	0.0	(0.00)
Majority	82.5	(1.19)	15.4	(1.11)	1.4	(0.31) <sup>E</sup>	0.6	(0.16) <sup>E</sup>
<b>Friends have a reputation for causing trouble</b>								
<b>Canada<sup>1</sup></b>								
Minority	38.3	(1.12)	49.9	(1.03)	9.7	(0.69)	2.1	(0.28)
Majority	38.5	(0.45)	51.9	(0.53)	7.9	(0.28)	1.7	(0.14)
<b>Nova Scotia</b>								
Minority	46.5	(3.01)*	47.1	(2.77)*	5.5	(1.51) <sup>E</sup>	F	...
Majority	30.3	(1.19)*	57.9	(1.22)*	9.9	(0.89)	1.9	(0.43) <sup>E</sup>
<b>New Brunswick</b>								
Minority	42.6	(1.78)*	45.4	(1.88)*	9.1	(1.08)	2.9	(0.56) <sup>E</sup>
Majority	32.9	(1.69)*	56.5	(1.95)*	8.9	(0.98)	1.7	(0.54) <sup>E</sup>
<b>Quebec</b>								
Minority	32.7	(1.73)*	54.1	(1.66)*	11.5	(1.14)*	1.8	(0.44) <sup>E</sup>
Majority	50.1	(1.24)*	43.6	(1.18)*	5.2	(0.57)*	1.1	(0.26) <sup>E</sup>
<b>Ontario</b>								
Minority	47.0	(1.70)*	43.3	(1.51)*	7.1	(0.69)	2.7	(0.49) <sup>E</sup>
Majority	37.9	(0.99)*	52.2	(1.09)*	8.0	(0.58)	1.9	(0.30)
<b>Manitoba</b>								
Minority	39.0	(2.75)	53.9	(2.89)	6.2	(1.60) <sup>E</sup>	F	...
Majority	33.5	(1.42)	53.8	(1.64)	10.6	(0.88)	2.1	(0.45) <sup>E</sup>
<b>Alberta</b>								
Minority	37.5	(3.29)	51.0	(3.39)	9.2	(2.03) <sup>E</sup>	F	...
Majority	32.3	(1.23)	57.1	(1.22)	8.7	(0.62)	1.9	(0.33) <sup>E</sup>
<b>British Columbia</b>								
Minority	35.8	(4.64)	59.2	(4.90)	F	...	0.0	(0.00)
Majority	33.9	(1.43)	55.7	(1.42)	8.7	(0.66)	1.8	(0.30) <sup>E</sup>
<b>Friends smoke</b>								
<b>Canada<sup>1</sup></b>								
Minority	46.3	(1.17)*	40.4	(1.09)	10.6	(0.59)*	2.7	(0.32)
Majority	52.4	(0.65)*	37.2	(0.61)	8.4	(0.30)*	2.0	(0.13)
<b>Nova Scotia</b>								
Minority	61.1	(3.71)*	33.1	(4.03)	F	...	F	...
Majority	45.7	(1.49)*	44.6	(1.61)	8.2	(0.77)	1.5	(0.37) <sup>E</sup>

Table A.1.21 concluded

**Negative peer behaviours and attitudes, students in minority and majority language school systems, Canada and selected provinces, 2009**

Language of school system	Friends exhibiting the behaviour							
	None		Some		Most		All	
	percent	standard error	percent	standard error	percent	standard error	percent	standard error
<b>New Brunswick</b>								
Minority	44.2	(1.57)	39.1	(1.43)	13.7	(1.16)	3.0	(0.55) <sup>£</sup>
Majority	43.7	(1.91)	44.4	(1.99)	9.8	(1.00)	2.1	(0.57) <sup>£</sup>
<b>Quebec</b>								
Minority	42.6	(1.81)	43.5	(1.80)	11.1	(0.95)	2.8	(0.56) <sup>£</sup>
Majority	50.1	(1.49)	35.3	(1.31)	11.7	(0.83)	2.9	(0.36)
<b>Ontario</b>								
Minority	52.5	(1.64)	36.2	(1.46)	8.7	(0.82)	2.5	(0.42) <sup>£</sup>
Majority	56.2	(1.18)	35.8	(1.06)	6.3	(0.52)	1.7	(0.27)
<b>Manitoba</b>								
Minority	53.8	(4.83)	38.3	(4.34)	5.5	(1.42) <sup>£</sup>	F	...
Majority	49.2	(2.03)	38.0	(1.60)	10.3	(1.22)	2.6	(0.45) <sup>£</sup>
<b>Alberta</b>								
Minority	49.6	(5.38)	36.2	(4.06)	12.8	(2.62) <sup>£</sup>	F	...
Majority	49.2	(1.83)	39.0	(1.48)	10.1	(0.95)	1.7	(0.31) <sup>£</sup>
<b>British Columbia</b>								
Minority	66.5	(4.79)*	30.6	(4.14)	F	...	0.0	(0.00)
Majority	53.4	(1.80)*	38.8	(1.50)	6.3	(0.65)	1.4	(0.25) <sup>£</sup>

\* indicates a significant difference between minority and majority populations at the Canada level or within the same province

... not applicable

0 true zero or a value rounded to 0

<sup>£</sup> use with caution

F too unreliable to be published

1. Includes all provinces except Newfoundland and Labrador.

Source: Programme for International Student Assessment, 2009, OECD.



Table A.1.22

Number of times cut or skipped classes without permission<sup>1</sup>, students in minority and majority language school systems, Canada and selected provinces, 2009

Language of school system	Never		4 times or less		5 times or more	
	percent	standard error	percent	standard error	percent	standard error
<b>Canada<sup>2</sup></b>						
Minority	62.8	(0.99)*	30.2	(0.92)*	7.0	(0.57)*
Majority	54.6	(0.67)*	33.4	(0.57)*	12.1	(0.43)*
<b>Nova Scotia</b>						
Minority	74.5	(2.34)*	23.0	(2.32)	F	...
Majority	62.0	(1.76)*	26.5	(1.34)	11.4	(1.03)
<b>New Brunswick</b>						
Minority	67.4	(1.63)	25.6	(1.48)	7.1	(0.96)
Majority	63.6	(2.00)	26.1	(1.86)	10.3	(1.18)
<b>Quebec</b>						
Minority	62.9	(1.68)	29.5	(1.53)	7.6	(0.88)
Majority	66.7	(1.19)	25.1	(1.03)	8.1	(0.60)
<b>Ontario</b>						
Minority	60.6	(1.43)*	33.6	(1.44)	5.9	(0.80)*
Majority	50.0	(1.52)*	37.4	(1.18)	12.5	(0.90)*
<b>Manitoba</b>						
Minority	65.9	(2.80)*	27.4	(2.99)*	6.7	(1.52)* <sup>£</sup>
Majority	44.0	(1.95)*	38.6	(1.58)*	17.3	(1.15)*
<b>Alberta</b>						
Minority	52.0	(3.01)	37.0	(3.24)	11.0	(2.64) <sup>£</sup>
Majority	52.3	(1.54)	34.0	(1.35)	13.7	(0.88)
<b>British Columbia</b>						
Minority	58.4	(6.32)	36.8	(6.89) <sup>£</sup>	F	...
Majority	49.6	(1.30)	35.3	(1.09)	15.1	(0.85)

\* indicates a significant difference between minority and majority populations at the Canada level or within the same province

... not applicable

<sup>£</sup> use with caution

F too unreliable to be published

1. Since the beginning of the school year.

2. Includes all provinces except Newfoundland and Labrador.

Source: Programme for International Student Assessment, 2009, OECD.

**Table A.1.23.1**

**Social comfort at school, positive aspects, for students in minority and majority language school systems, Canada and selected provinces, 2009**

Language of school system	Positive aspects of social comfort at school											
	I make friends easily				I feel like I belong				Other students seem to like me			
	Disagree		Agree		Disagree		Agree		Disagree		Agree	
	per- cent	standard error	per- cent	standard error	per- cent	standard error	per- cent	standard error	per- cent	standard error	per- cent	standard error
<b>Canada<sup>1</sup></b>												
Minority	10.0	(0.59)	90.0	(0.59)	21.1	(0.67)	78.9	(0.67)	8.8	(0.53)*	91.2	(0.53)*
Majority	10.7	(0.29)	89.3	(0.29)	20.3	(0.47)	79.7	(0.47)	6.8	(0.27)*	93.2	(0.27)*
<b>Nova Scotia</b>												
Minority	9.4	(1.98) <sup>£</sup>	90.6	(1.98)	25.8	(2.80)*	74.2	(2.80)*	12.9	(1.91)	87.1	(1.91)
Majority	11.9	(0.95)	88.1	(0.95)	15.5	(0.97)*	84.5	(0.97)*	7.7	(0.77)	92.3	(0.77)
<b>New Brunswick</b>												
Minority	11.6	(0.96)	88.4	(0.96)	37.9	(1.64)*	62.1	(1.64)*	10.0	(0.96)	90.0	(0.96)
Majority	10.6	(1.18)	89.4	(1.18)	16.6	(1.24)*	83.4	(1.24)*	8.2	(0.93)	91.8	(0.93)
<b>Quebec</b>												
Minority	9.4	(1.01)	90.6	(1.01)	13.1	(1.12)*	86.9	(1.12)*	6.5	(0.79)	93.5	(0.79)
Majority	8.6	(0.64)	91.4	(0.64)	40.8	(1.35)*	59.2	(1.35)*	6.6	(0.53)	93.4	(0.53)
<b>Ontario</b>												
Minority	10.4	(0.88)	89.6	(0.88)	27.4	(1.30)*	72.6	(1.30)*	11.9	(1.09)*	88.1	(1.09)*
Majority	10.9	(0.67)	89.1	(0.67)	14.5	(0.71)*	85.5	(0.71)*	6.8	(0.51)*	93.2	(0.51)*
<b>Manitoba</b>												
Minority	8.9	(2.42) <sup>£</sup>	91.1	(2.42)	18.3	(2.46)	81.7	(2.46)	11.5	(2.39) <sup>£</sup>	88.5	(2.39)
Majority	12.4	(0.98)	87.6	(0.98)	14.8	(1.15)	85.2	(1.15)	7.4	(0.79)	92.6	(0.79)
<b>Alberta</b>												
Minority	9.5	(2.46) <sup>£</sup>	90.5	(2.46)	35.5	(4.03)*	64.5	(4.03)*	11.4	(2.39) <sup>£</sup>	88.6	(2.39)
Majority	10.8	(0.72)	89.2	(0.72)	14.8	(0.77)*	85.2	(0.77)*	6.0	(0.47)	94.0	(0.47)
<b>British Columbia</b>												
Minority	17.7	(3.59) <sup>£</sup>	82.3	(3.59)	34.5	(5.40)*	65.5	(5.40)*	19.0	(3.26)*	81.0	(3.26)*
Majority	12.2	(0.73)	87.8	(0.73)	15.4	(0.87)*	84.6	(0.87)*	7.3	(0.60)*	92.7	(0.60)*

Table A.1.23.1 concluded

**Social comfort at school, positive aspects, for students in minority and majority language school systems, Canada and selected provinces, 2009**

Language of school system	Positive aspects of social comfort at school											
	People at school are interested in what I have to say				I have friends at school whom I can talk to about personal things				I have friends at school who can help me with school work			
	Disagree		Agree		Disagree		Agree		Disagree		Agree	
	per- cent	standard error	per- cent	standard error	per- cent	standard error	per- cent	standard error	per- cent	standard error	per- cent	standard error
<b>Canada<sup>1</sup></b>												
Minority	19.1	(0.73)	80.9	(0.73)	8.8	(0.59)	91.2	(0.59)	7.8	(0.51)	92.2	(0.51)
Majority	19.8	(0.39)	80.2	(0.39)	10.1	(0.34)	89.9	(0.34)	6.9	(0.29)	93.1	(0.29)
<b>Nova Scotia</b>												
Minority	20.5	(3.06)	79.5	(3.06)	8.3	(1.68) <sup>£</sup>	91.7	(1.68)	5.6	(1.70) <sup>£</sup>	94.4	(1.70)
Majority	22.0	(1.26)	78.0	(1.26)	10.0	(0.89)	90.0	(0.89)	7.3	(0.79)	92.7	(0.79)
<b>New Brunswick</b>												
Minority	24.5	(1.78)	75.5	(1.78)	8.6	(0.97)	91.4	(0.97)	9.3	(0.85)	90.7	(0.85)
Majority	25.6	(1.52)	74.4	(1.52)	9.7	(1.09)	90.3	(1.09)	8.4	(0.99)	91.6	(0.99)
<b>Quebec</b>												
Minority	15.5	(1.15) <sup>*</sup>	84.5	(1.15) <sup>*</sup>	8.5	(1.02)	91.5	(1.02)	6.8	(0.92)	93.2	(0.92)
Majority	20.5	(0.90) <sup>*</sup>	79.5	(0.90) <sup>*</sup>	6.3	(0.58)	93.7	(0.58)	6.5	(0.51)	93.5	(0.51)
<b>Ontario</b>												
Minority	22.5	(1.26)	77.5	(1.26)	9.3	(0.87)	90.7	(0.87)	9.0	(0.82)	91.0	(0.82)
Majority	18.7	(0.78)	81.3	(0.78)	10.9	(0.73)	89.1	(0.73)	6.5	(0.55)	93.5	(0.55)
<b>Manitoba</b>												
Minority	25.2	(2.73)	74.8	(2.73)	7.3	(1.65) <sup>£</sup>	92.7	(1.65)	5.8	(1.57) <sup>£</sup>	94.2	(1.57)
Majority	21.3	(1.30)	78.7	(1.30)	12.3	(1.01)	87.7	(1.01)	7.8	(0.65)	92.2	(0.65)
<b>Alberta</b>												
Minority	18.5	(2.71)	81.5	(2.71)	9.3	(1.90) <sup>£</sup>	90.7	(1.90)	8.0	(1.45) <sup>£</sup>	92.0	(1.45)
Majority	18.6	(0.71)	81.4	(0.71)	11.2	(0.79)	88.8	(0.79)	7.7	(0.65)	92.3	(0.65)
<b>British Columbia</b>												
Minority	34.5	(6.72) <sup>£</sup>	65.5	(6.72)	13.8	(3.18) <sup>£</sup>	86.2	(3.18)	14.9	(3.95) <sup>£</sup>	85.1	(3.95)
Majority	21.4	(0.86)	78.6	(0.86)	11.1	(0.68)	88.9	(0.68)	7.1	(0.51)	92.9	(0.51)

<sup>\*</sup> indicates a significant difference between minority and majority populations at the Canada level or within the same province

<sup>£</sup> use with caution

1. Includes all provinces except Newfoundland and Labrador.

Source: Programme for International Student Assessment, 2009, OECD.

Table A.1.23.2

**Social comfort at school, negative aspects, for students in minority and majority language school systems, Canada and selected provinces, 2009**

Language of school system	Negative aspects of social comfort at school											
	I feel like an outsider				I feel awkward and out of place				I feel lonely			
	Disagree		Agree		Disagree		Agree		Disagree		Agree	
	per-cent	standard error	per-cent	standard error	per-cent	standard error	per-cent	standard error	per-cent	standard error	per-cent	standard error
<b>Canada<sup>1</sup></b>												
Minority	91.5	(0.57)	8.5	(0.57)	87.0	(0.63)	13.0	(0.63)	91.17	(0.62)	9.03	(0.62)
Majority	91.2	(0.29)	8.8	(0.29)	87.5	(0.32)	12.5	(0.32)	90.97	(0.29)	8.83	(0.29)
<b>Nova Scotia</b>												
Minority	93.2	(1.76)	6.8	(1.76) <sup>£</sup>	89.7	(2.18)	10.3	(2.18) <sup>£</sup>	89.34	(1.75)	10.66	(1.75)
Majority	89.7	(0.88)	10.3	(0.88)	85.6	(1.14)	14.4	(1.14)	89.53	(1.09)	10.47	(1.09)
<b>New Brunswick</b>												
Minority	90.1	(0.88)	9.9	(0.88)	83.9	(1.05)	16.1	(1.05)	89.64	(1.10)	10.36	(1.10)
Majority	88.8	(1.20)	11.2	(1.20)	85.5	(1.36)	14.5	(1.36)	88.34	(1.27)	11.66	(1.27)
<b>Quebec</b>												
Minority	92.0	(0.97)	8.0	(0.97)	87.7	(1.10)	12.3	(1.10)	92.05	(1.03)	7.95	(1.03)
Majority	93.6	(0.59)	6.4	(0.59)	87.5	(0.77)	12.5	(0.77)	93.18	(0.58)	6.82	(0.58)
<b>Ontario</b>												
Minority	91.6	(0.73)	8.4	(0.73)	87.5	(0.95)	12.5	(0.95)	89.91	(0.81)	10.09	(0.81)
Majority	91.2	(0.60)	8.8	(0.60)	88.6	(0.56)	11.4	(0.56)	91.33	(0.60)	8.67	(0.60)
<b>Manitoba</b>												
Minority	91.5	(2.53)	8.5	(2.53) <sup>£</sup>	91.4	(1.51) <sup>*</sup>	8.6	(1.51) <sup>*</sup>	90.75	(2.78)	9.25	(2.78) <sup>£</sup>
Majority	89.5	(0.99)	10.5	(0.99)	86.6	(0.92) <sup>*</sup>	13.4	(0.92) <sup>*</sup>	91.12	(0.88)	8.88	(0.88)
<b>Alberta</b>												
Minority	86.2	(2.36)	13.8	(2.36) <sup>£</sup>	80.4	(2.05)	19.6	(2.05)	87.42	(2.03)	12.58	(2.03)
Majority	90.1	(0.68)	9.9	(0.68)	87.3	(0.69)	12.7	(0.69)	90.25	(0.68)	9.75	(0.68)
<b>British Columbia</b>												
Minority	90.4	(2.62)	9.6	(2.62) <sup>£</sup>	81.2	(3.23)	18.8	(3.23) <sup>£</sup>	85.96	(3.96)	14.04	(3.96) <sup>£</sup>
Majority	89.7	(0.81)	10.3	(0.81)	85.4	(0.83)	14.6	(0.83)	89.32	(0.80)	10.68	(0.80)

<sup>\*</sup> indicates a significant difference between minority and majority populations at the Canada level or within the same province

<sup>£</sup> use with caution

1. Includes all provinces except Newfoundland and Labrador.

Source: Programme for International Student Assessment, 2009, OECD.

Table A.1.24

Overall grades for students in minority and majority language school systems, Canada and selected provinces, 2009

Language of school system	Less than 70%		70% or higher	
	percent	standard error	percent	standard error
<b>Canada<sup>1</sup></b>				
Minority	17.2	(0.81)	82.8	(0.81)
Majority	19.0	(0.54)	81.0	(0.54)
<b>Nova Scotia</b>				
Minority	8.4	(2.00) <sup>‡</sup>	91.6	(1.96)*
Majority	15.4	(1.15)	84.6	(1.15)*
<b>New Brunswick</b>				
Minority	22.5	(1.20)*	77.5	(1.20)*
Majority	13.4	(1.32)*	86.6	(1.32)*
<b>Quebec</b>				
Minority	18.0	(1.29)	82.0	(1.29)
Majority	22.1	(1.01)	77.9	(1.01)
<b>Ontario</b>				
Minority	13.8	(1.14)	86.2	(1.14)
Majority	16.9	(0.90)	83.1	(0.90)
<b>Manitoba</b>				
Minority	13.6	(2.37)*	86.4	(2.37)*
Majority	22.5	(1.13)*	77.5	(1.13)*
<b>Alberta</b>				
Minority	19.5	(3.19) <sup>‡</sup>	80.5	(3.19)
Majority	21.2	(1.40)	78.8	(1.40)
<b>British Columbia</b>				
Minority	20.1	(3.85) <sup>‡</sup>	79.9	(3.85)
Majority	19.3	(1.24)	80.7	(1.24)

\* indicates a significant difference between minority and majority populations at the Canada level or within the same province

<sup>‡</sup> use with caution

1. Includes all provinces except Newfoundland and Labrador.

Source: Programme for International Student Assessment, 2009, OECD.

**Table A.1.25**

**Grades in the language arts for students in minority and majority language school systems, Canada and selected provinces, 2009**

Language of school system	Less than 70%		70% or higher	
	percent	standard error	percent	standard error
<b>Canada<sup>1</sup></b>				
Minority	26.8	(0.95)*	73.2	(0.95)*
Majority	29.9	(0.70)*	70.1	(0.70)*
<b>Nova Scotia</b>				
Minority	22.5	(3.50)	77.5	(3.50)
Majority	21.7	(1.22)	78.3	(1.22)
<b>New Brunswick</b>				
Minority	37.0	(1.36)*	63.0	(1.36)*
Majority	23.9	(1.90)*	76.1	(1.90)*
<b>Quebec</b>				
Minority	25.5	(1.48)*	74.5	(1.48)*
Majority	38.8	(1.40)*	61.2	(1.40)*
<b>Ontario</b>				
Minority	24.7	(1.49)	75.3	(1.49)
Majority	26.5	(1.22)	73.5	(1.22)
<b>Manitoba</b>				
Minority	22.3	(2.54)*	77.7	(2.54)*
Majority	31.5	(1.32)*	68.5	(1.32)*
<b>Alberta</b>				
Minority	30.7	(4.93)	69.3	(4.93)
Majority	32.5	(1.35)	67.5	(1.35)
<b>British Columbia</b>				
Minority	33.5	(3.48)	66.5	(3.48)
Majority	26.1	(1.40)	73.9	(1.40)

\* indicates a significant difference between minority and majority populations at the Canada level or within the same province

1. Includes all provinces except Newfoundland and Labrador.

Source: Programme for International Student Assessment, 2009, OECD.



Table A.1.26

Grades in mathematics for students in minority and majority language school systems, Canada and selected provinces, 2009

Language of school system	Less than 70%		70% or higher	
	percent	standard error	percent	standard error
<b>Canada<sup>1</sup></b>				
Minority	33.9	(0.91)*	66.1	(0.91)*
Majority	38.0	(0.69)*	62.0	(0.69)*
<b>Nova Scotia</b>				
Minority	22.9	(2.60)*	77.1	(2.60)*
Majority	32.3	(1.52)*	67.7	(1.52)*
<b>New Brunswick</b>				
Minority	35.8	(1.79)	64.2	(1.79)
Majority	29.0	(1.84)	71.0	(1.84)
<b>Quebec</b>				
Minority	36.4	(1.44)	63.6	(1.44)
Majority	41.1	(1.44)	58.9	(1.44)
<b>Ontario</b>				
Minority	29.2	(1.26)*	70.8	(1.26)*
Majority	37.5	(1.24)*	62.5	(1.24)*
<b>Manitoba</b>				
Minority	27.3	(2.94)*	72.7	(2.94)*
Majority	39.0	(1.58)*	61.0	(1.58)*
<b>Alberta</b>				
Minority	35.6	(3.90)	64.4	(3.90)
Majority	39.9	(1.67)	60.1	(1.67)
<b>British Columbia</b>				
Minority	36.8	(4.61)	63.2	(4.61)
Majority	36.7	(1.63)	63.3	(1.63)

\* indicates a significant difference between minority and majority populations at the Canada level or within the same province

1. Includes all provinces except Newfoundland and Labrador.

Source: Programme for International Student Assessment, 2009, OECD.

Table A.1.27

Grades in science for students in minority and majority language school systems, Canada and selected provinces, 2009

Language of school system	Less than 70%		70% or higher	
	percent	standard error	percent	standard error
<b>Canada<sup>1</sup></b>				
Minority	27.9	(0.92)*	72.1	(0.92)*
Majority	31.1	(0.64)*	68.9	(0.64)*
<b>Nova Scotia</b>				
Minority	22.4	(2.53)	77.6	(2.53)
Majority	26.5	(1.33)	73.5	(1.33)
<b>New Brunswick</b>				
Minority	29.6	(1.32)*	70.4	(1.32)*
Majority	22.1	(1.72)*	77.9	(1.72)*
<b>Quebec</b>				
Minority	30.5	(1.47)	69.5	(1.47)
Majority	32.9	(1.20)	67.1	(1.20)
<b>Ontario</b>				
Minority	22.6	(1.52)*	77.4	(1.52)*
Majority	31.0	(1.29)*	69.0	(1.29)*
<b>Manitoba</b>				
Minority	25.5	(2.93)	74.5	(2.93)
Majority	32.0	(1.52)	68.0	(1.52)
<b>Alberta</b>				
Minority	36.0	(5.43)	64.0	(5.43)
Majority	32.5	(1.63)	67.5	(1.63)
<b>British Columbia</b>				
Minority	22.9	(3.82) <sup>‡</sup>	77.1	(3.82)
Majority	30.2	(1.53)	69.8	(1.53)

\* indicates a significant difference between minority and majority populations at the Canada level or within the same province

<sup>‡</sup> use with caution

1. Includes all provinces except Newfoundland and Labrador.

Source: Programme for International Student Assessment, 2009, OECD.

**Table A.1.28**

**Time spent on homework and study in the language arts per week, for students in minority and majority language school systems, Canada and selected provinces, 2009**

Language of school system	3 hours or less		More than 3 hours	
	percent	standard error	percent	standard error
<b>Canada<sup>1</sup></b>				
Minority	89.9	(0.64)*	10.1	(0.64)*
Majority	84.7	(0.51)*	15.3	(0.51)*
<b>Nova Scotia</b>				
Minority	80.5	(2.61)*	19.5	(2.61)*
Majority	88.1	(0.87)*	11.9	(0.87)*
<b>New Brunswick</b>				
Minority	93.8	(0.78)*	6.2	(0.78)*
Majority	88.3	(1.03)*	11.7	(1.03)*
<b>Quebec</b>				
Minority	89.5	(0.98)*	10.5	(0.98)*
Majority	93.9	(0.61)*	6.1	(0.61)*
<b>Ontario</b>				
Minority	89.7	(0.97)*	10.3	(0.97)*
Majority	80.2	(1.02)*	19.8	(1.02)*
<b>Manitoba</b>				
Minority	85.2	(2.63)	14.8	(2.63) <sup>£</sup>
Majority	87.5	(1.03)	12.5	(1.03)
<b>Alberta</b>				
Minority	90.7	(1.60)*	9.3	(1.60)* <sup>£</sup>
Majority	84.3	(1.06)*	15.7	(1.06)*
<b>British Columbia</b>				
Minority	84.6	(3.04)	15.4	(3.03) <sup>£</sup>
Majority	81.6	(1.10)	18.4	(1.10)

\* indicates a significant difference between minority and majority populations at the Canada level or within the same province

<sup>£</sup> use with caution

1. Includes all provinces except Newfoundland and Labrador.

Source: Programme for International Student Assessment, 2009, OECD.

**Table A.1.29**

**Time spent on homework and study in math per week, for students in minority and majority language school systems, Canada and selected provinces, 2009**

Language of school system	3 hours or less		More than 3 hours	
	percent	standard error	percent	standard error
<b>Canada<sup>1</sup></b>				
Minority	77.1	(0.95)	22.9	(0.95)
Majority	75.6	(0.62)	24.4	(0.62)
<b>Nova Scotia</b>				
Minority	73.5	(2.45)*	26.5	(2.45)*
Majority	82.2	(1.09)*	17.8	(1.09)*
<b>New Brunswick</b>				
Minority	82.8	(1.52)	17.2	(1.52)
Majority	86.7	(1.15)	13.3	(1.15)
<b>Quebec</b>				
Minority	74.9	(1.52)*	25.1	(1.52)*
Majority	80.6	(1.24)*	19.4	(1.24)*
<b>Ontario</b>				
Minority	79.3	(1.22)*	20.7	(1.22)*
Majority	72.8	(1.28)*	27.2	(1.28)*
<b>Manitoba</b>				
Minority	72.0	(3.24)	28.0	(3.24)
Majority	79.2	(1.09)	20.8	(1.09)
<b>Alberta</b>				
Minority	84.5	(2.40)*	15.5	(2.40)*
Majority	73.1	(1.32)*	26.9	(1.32)*
<b>British Columbia</b>				
Minority	59.0	(5.69)*	41.0	(5.69)*
Majority	73.2	(1.34)*	26.8	(1.34)*

\* indicates a significant difference between minority and majority populations at the Canada level or within the same province

1. Includes all provinces except Newfoundland and Labrador.

Source: Programme for International Student Assessment, 2009, OECD.

**Table A.1.30**

**Time spent on homework and study in science per week, for students in minority and majority language school systems, Canada and selected provinces, 2009**

Language of school system	3 hours or less		More than 3 hours	
	percent	standard error	percent	standard error
<b>Canada<sup>1</sup></b>				
Minority	85.0	(0.67)*	15.0	(0.67)*
Majority	82.3	(0.50)*	17.7	(0.50)*
<b>Nova Scotia</b>				
Minority	80.2	(2.67)*	19.8	(2.67)*
Majority	87.1	(0.80)*	12.9	(0.80)*
<b>New Brunswick</b>				
Minority	86.1	(1.17)	13.9	(1.17)
Majority	90.5	(1.13)	9.5	(1.13)
<b>Quebec</b>				
Minority	85.4	(1.02)*	14.6	(1.02)*
Majority	91.6	(0.68)*	8.4	(0.68)*
<b>Ontario</b>				
Minority	83.8	(1.25)*	16.2	(1.25)*
Majority	78.7	(1.02)*	21.3	(1.02)*
<b>Manitoba</b>				
Minority	84.3	(2.26)	15.7	(2.26)
Majority	86.8	(0.96)	13.2	(0.96)
<b>Alberta</b>				
Minority	85.7	(2.51)*	14.3	(2.51)* <sup>E</sup>
Majority	77.9	(1.10)*	22.1	(1.10)*
<b>British Columbia</b>				
Minority	79.9	(2.97)	20.1	(2.97)
Majority	76.7	(1.07)	23.3	(1.07)

\* indicates a significant difference between minority and majority populations at the Canada level or within the same province

<sup>E</sup> use with caution

1. Includes all provinces except Newfoundland and Labrador.

Source: Programme for International Student Assessment, 2009, OECD.

**Table A.1.31**

**Proportion of students taking remedial or enrichment classes in the language of instruction at school, for students in minority and majority language school systems, Canada and selected provinces, 2009**

Language of school system	In remedial classes		Not in remedial classes		In enrichment classes		Not in enrichment classes	
	percent	standard error	percent	standard error	percent	standard error	percent	standard error
<b>Canada<sup>1</sup></b>								
Minority	4.9	(0.49)	95.1	(0.49)	5.1	(0.52)	94.9	(0.52)
Majority	4.4	(0.22)	95.6	(0.22)	5.9	(0.28)	94.1	(0.28)
<b>Nova Scotia</b>								
Minority	F	...	98.3	(0.97)	2.5	(0.77)* <sup>‡</sup>	97.5	(0.77)*
Majority	4.1	(0.58)	95.9	(0.58)	5.9	(0.64)*	94.1	(0.64)*
<b>New Brunswick</b>								
Minority	2.3	(0.60) <sup>‡</sup>	97.7	(0.60)	4.7	(0.81) <sup>‡</sup>	95.3	(0.81)
Majority	3.9	(0.73) <sup>‡</sup>	96.1	(0.73)	5.8	(0.83) <sup>‡</sup>	94.2	(0.83)
<b>Quebec</b>								
Minority	6.9	(0.90)	93.1	(0.90)	5.0	(0.92)	95.0	(0.92)
Majority	4.6	(0.52)	95.4	(0.52)	2.7	(0.36)	97.3	(0.36)
<b>Ontario</b>								
Minority	2.9	(0.43)	97.1	(0.43)	4.9	(0.59)	95.1	(0.59)
Majority	3.5	(0.45)	96.5	(0.45)	5.8	(0.58)	94.2	(0.58)
<b>Manitoba</b>								
Minority	F	...	98.4	(0.81)*	3.3	(1.09)* <sup>‡</sup>	96.7	(1.09)*
Majority	5.2	(0.69)	94.8	(0.69)*	7.5	(0.97)*	92.5	(0.97)*
<b>Alberta</b>								
Minority	F	...	97.4	(0.94)	12.6	(2.42)	87.4	(2.42)
Majority	5.5	(0.58)	94.5	(0.58)	8.3	(0.74)	91.7	(0.74)
<b>British Columbia</b>								
Minority	F	...	94.9	(3.05)	13.1	(2.93)	86.9	(2.93)
Majority	5.7	(0.48)	94.3	(0.48)	8.7	(0.83)	91.3	(0.83)

\* indicates a significant difference between minority and majority populations at the Canada level or within the same province

... not applicable

<sup>‡</sup> use with caution

F too unreliable to be published

1. Includes all provinces except Newfoundland and Labrador.

Source: Programme for International Student Assessment, 2009, OECD.

**Table A.1.32**

**Post-secondary planning for students in minority and majority language school systems, Canada and selected provinces, 2009**

Language of school system	A good job depends on success in school				I will need to go to college or university				I think I would enjoy going to college or university			
	Disagree		Agree		Disagree		Agree		Disagree		Agree	
	per-cent	standard error	per-cent	standard error	per-cent	standard error	per-cent	standard error	per-cent	standard error	per-cent	standard error
<b>Canada<sup>1</sup></b>												
Minority	12.6	(0.70)*	87.4	(0.70)	14.4	(1.13)	85.6	(1.13)	13.2	(1.03)	86.8	(1.03)
Majority	10.3	(0.35)*	89.7	(0.35)	14.2	(0.37)	85.8	(0.37)	13.2	(0.42)	86.8	(0.42)
<b>Nova Scotia</b>												
Minority	13.2	(2.78) <sup>£</sup>	86.8	(2.78)	14.6	(2.67) <sup>£</sup>	85.4	(2.67)	11.8	(3.01) <sup>£</sup>	88.2	(3.01)
Majority	10.8	(0.84)	89.2	(0.84)	13.6	(1.04)	86.4	(1.04)	13.4	(0.97)	86.6	(0.97)
<b>New Brunswick</b>												
Minority	10.9	(1.16)	89.1	(1.16)	10.7	(1.12)	89.3	(1.12)	10.0	(1.05)*	90.0	(1.05)*
Majority	11.2	(1.03)	88.8	(1.03)	11.8	(1.15)	88.2	(1.15)	15.4	(1.56)*	84.6	(1.56)*
<b>Quebec</b>												
Minority	14.2	(1.18)*	85.8	(1.18)*	17.2	(1.95)*	82.8	(1.95)*	16.2	(1.71)	83.8	(1.71)
Majority	8.2	(0.58)*	91.8	(0.58)*	21.0	(0.99)*	79.0	(0.99)*	16.4	(0.82)	83.6	(0.82)
<b>Ontario</b>												
Minority	9.8	(0.94)	90.2	(0.94)	10.4	(0.98)	89.6	(0.98)	8.5	(1.05)	91.5	(1.05)
Majority	10.3	(0.71)	89.7	(0.71)	10.1	(0.64)	89.9	(0.64)	9.6	(0.67)	90.4	(0.67)
<b>Manitoba</b>												
Minority	13.1	(2.52) <sup>£</sup>	86.9	(2.52)	10.7	(1.93) <sup>£</sup>	89.3	(1.93)	13.4	(2.69) <sup>£</sup>	86.6	(2.69)
Majority	11.8	(0.88)	88.2	(0.88)	15.9	(1.12)	84.1	(1.12)	17.6	(1.16)	82.4	(1.16)
<b>Alberta</b>												
Minority	14.9	(3.52) <sup>£</sup>	85.1	(3.52)	17.0	(3.29) <sup>£</sup>	83.0	(3.29)	12.7	(3.03) <sup>£</sup>	87.3	(3.03)
Majority	9.2	(0.57)	90.8	(0.57)	14.0	(1.01)	86.0	(1.01)	14.6	(0.90)	85.4	(0.90)
<b>British Columbia</b>												
Minority	17.7	(3.72) <sup>£</sup>	82.3	(3.72)	17.7	(3.86) <sup>£</sup>	82.3	(3.86)	10.2	(2.39) <sup>£</sup>	89.8	(2.39)
Majority	13.2	(0.72)	86.8	(0.72)	15.0	(1.00)	85.0	(1.00)	14.5	(0.92)	85.5	(0.92)



**Table A.1.32** concluded

**Post-secondary planning for students in minority and majority language school systems, Canada and selected provinces, 2009**

Language of school system	I am smart enough to do well in college				I am smart enough to do well in university			
	Disagree		Agree		Disagree		Agree	
	per-cent	standard error	per-cent	standard error	per-cent	standard error	per-cent	standard error
<b>Canada<sup>1</sup></b>								
Minority	10.6	(0.67)	89.4	(0.67)	19.8	(0.75)	80.2	(0.75)
Majority	10.4	(0.32)	89.6	(0.32)	22.6	(0.56)	77.4	(0.56)
<b>Nova Scotia</b>								
Minority	11.7	(2.16) <sup>£</sup>	88.3	(2.16)	20.9	(3.18)	79.1	(3.18)
Majority	12.0	(0.95)	88.0	(0.95)	20.2	(1.00)	79.8	(1.00)
<b>New Brunswick</b>								
Minority	8.7	(0.95) *	91.3	(0.95) *	20.4	(1.44)	79.6	(1.44)
Majority	13.2	(1.28) *	86.8	(1.28) *	20.0	(1.41)	80.0	(1.41)
<b>Quebec</b>								
Minority	12.2	(1.11)	87.8	(1.11)	20.0	(1.13)	80.0	(1.13)
Majority	11.5	(0.71)	88.5	(0.71)	23.1	(1.17)	76.9	(1.17)
<b>Ontario</b>								
Minority	8.5	(0.87)	91.5	(0.87)	19.9	(1.02)	80.1	(1.02)
Majority	7.3	(0.58)	92.7	(0.58)	23.4	(1.08)	76.6	(1.08)
<b>Manitoba</b>								
Minority	9.9	(2.01) * <sup>£</sup>	90.1	(2.01) *	15.1	(3.12) <sup>£</sup>	84.9	(3.12)
Majority	18.2	(1.17) *	81.8	(1.17) *	23.5	(1.42)	76.5	(1.42)
<b>Alberta</b>								
Minority	8.2	(1.83) <sup>£</sup>	91.8	(1.83)	16.8	(2.89) <sup>£</sup>	83.2	(2.89)
Majority	12.4	(0.84)	87.6	(0.84)	21.3	(1.23)	78.7	(1.23)
<b>British Columbia</b>								
Minority	9.2	(2.52) <sup>£</sup>	90.8	(2.52)	15.1	(4.29) <sup>£</sup>	84.9	(4.29)
Majority	11.5	(0.77)	88.5	(0.77)	21.0	(1.19)	79.0	(1.19)

\* indicates a significant difference between minority and majority populations at the Canada level or within the same province

<sup>£</sup> use with caution

1. Includes all provinces except Newfoundland and Labrador.

Source: Programme for International Student Assessment, 2009, OECD.

**Table A.1.33**

**Career planning for students in minority and majority language school systems, Canada and selected provinces, 2009**

Language of school system	It is important to decide what my future career will be now				I know enough about occupations to make a choice				I know my interests and abilities well enough to decide on a future career			
	Disagree		Agree		Disagree		Agree		Disagree		Agree	
	per-cent	standard error	per-cent	standard error	per-cent	standard error	per-cent	standard error	per-cent	standard error	per-cent	standard error
<b>Canada<sup>1</sup></b>												
Minority	22.6	(1.05)	77.4	(1.05)	23.8	(0.80)	76.2	(0.80)	20.8	(0.79)	79.2	(0.79)
Majority	21.3	(0.43)	78.7	(0.43)	24.3	(0.45)	75.7	(0.45)	22.0	(0.43)	78.0	(0.43)
<b>Nova Scotia</b>												
Minority	24.9	(3.60)	75.1	(3.60)	17.3	(2.75)	82.7	(2.75)	18.5	(2.86)	81.5	(2.86)
Majority	19.6	(1.24)	80.4	(1.24)	20.4	(1.42)	79.6	(1.42)	17.8	(1.17)	82.2	(1.17)
<b>New Brunswick</b>												
Minority	17.1	(1.38)	82.9	(1.38)	20.7	(1.29)	79.3	(1.29)	18.9	(1.36)	81.1	(1.36)
Majority	21.3	(1.53)	78.7	(1.53)	21.1	(1.59)	78.9	(1.59)	19.1	(1.34)	80.9	(1.34)
<b>Quebec</b>												
Minority	23.7	(1.60)	76.3	(1.60)	26.1	(1.37)	73.9	(1.37)	21.8	(1.34)	78.2	(1.34)
Majority	20.0	(0.93)	80.0	(0.93)	27.5	(1.08)	72.5	(1.08)	23.8	(1.01)	76.2	(1.01)
<b>Ontario</b>												
Minority	22.3	(1.50)	77.7	(1.50)	20.9	(1.31)	79.1	(1.31)	19.2	(1.27)	80.8	(1.27)
Majority	20.7	(0.80)	79.3	(0.80)	23.3	(0.88)	76.7	(0.88)	21.3	(0.84)	78.7	(0.84)
<b>Manitoba</b>												
Minority	31.3	(2.80)*	68.7	(2.80)*	21.6	(2.64)	78.4	(2.64)	21.9	(2.53)	78.1	(2.53)
Majority	22.1	(1.24)*	77.9	(1.24)*	25.1	(1.30)	74.9	(1.30)	21.9	(1.19)	78.1	(1.19)
<b>Alberta</b>												
Minority	20.6	(2.96)	79.4	(2.96)	22.7	(3.25)	77.3	(3.25)	22.6	(3.25)	77.4	(3.25)
Majority	20.0	(0.84)	80.0	(0.84)	24.1	(0.75)	75.9	(0.75)	22.3	(0.93)	77.7	(0.93)
<b>British Columbia</b>												
Minority	37.4	(6.13)	62.6	(6.13)	30.9	(5.41) <sup>‡</sup>	69.1	(5.41)	31.4	(4.26)	68.6	(4.26)
Majority	25.4	(0.96)	74.6	(0.96)	24.2	(1.15)	75.8	(1.15)	22.5	(0.94)	77.5	(0.94)

\* indicates a significant difference between minority and majority populations at the Canada level or within the same province

<sup>‡</sup> use with caution

1. Includes all provinces except Newfoundland and Labrador.

Source: Programme for International Student Assessment, 2009, OECD.

Table A.1.34

Prevalence of strategies<sup>1</sup> used to gather career and job information for students in minority and majority language school systems, Canada and selected provinces, 2009

Language of school system	Strategies <sup>1</sup> used to collect career and job information					
	Used only one strategy		Used a combination of strategies		Did not use any strategies	
	percent	standard error	percent	standard error	percent	standard error
<b>Canada<sup>2</sup></b>						
Minority	15.7	(0.97)	73.8	(1.13)*	10.5	(0.64)*
Majority	12.7	(0.38)	80.6	(0.52)*	6.7	(0.31)*
<b>Nova Scotia</b>						
Minority	15.6	(2.38)	74.9	(2.22)	9.6	(2.09)
Majority	17.4	(1.16)	73.3	(1.32)	9.3	(0.90)
<b>New Brunswick</b>						
Minority	13.4	(1.22)	75.6	(1.53)	11.0	(1.02)
Majority	15.3	(1.40)	72.9	(1.74)	11.8	(1.11)
<b>Quebec</b>						
Minority	16.9	(1.50)	71.3	(1.82)*	11.8	(1.15)*
Majority	13.0	(0.89)	79.7	(1.10)*	7.4	(0.53)*
<b>Ontario</b>						
Minority	14.2	(1.23)	77.8	(1.69)	8.0	(0.95)
Majority	11.6	(0.78)	83.0	(0.98)	5.4	(0.54)
<b>Manitoba</b>						
Minority	13.5	(2.22) <sup>£</sup>	80.0	(2.51)*	6.5	(1.48) <sup>£</sup>
Majority	16.2	(1.05)	72.4	(1.28)*	11.4	(1.10)
<b>Alberta</b>						
Minority	19.2	(3.87) <sup>£</sup>	72.7	(4.50)	8.1	(2.05) <sup>£</sup>
Majority	13.7	(0.78)	79.5	(0.97)	6.7	(0.70)
<b>British Columbia</b>						
Minority	12.3	(2.54) <sup>£</sup>	77.7	(4.59)	F	...
Majority	11.1	(0.77)	83.4	(0.79)	5.5	(0.56)

\* indicates a significant difference between minority and majority populations at the Canada level or within the same province

... not applicable

<sup>£</sup> use with caution

F too unreliable to be published

1. Strategies include:

Talked to a counsellor or teacher

Talked or visited with someone working in a job I might like

Completed a questionnaire to identify my interests and abilities

Read information on different types of careers

Have taken a school course where I spent time with an employer.

2. Includes all provinces except Newfoundland and Labrador.

Source: Programme for International Student Assessment, 2009, OECD.

Table A.1.35

Resources for job preparation for students in minority and majority language school systems, Canada and selected provinces, 2009

Language of school system	Sources of help with résumé and interview preparation									
	School only		Home only		Elsewhere only		Combination of sources		None	
	percent	standard error	percent	standard error	percent	standard error	percent	standard error	percent	standard error
<b>Canada<sup>1</sup></b>										
Minority	31.9	(0.91)	24.5	(1.00)	4.0	(0.40)	26.8	(1.01)*	12.8	(0.74)
Majority	33.1	(0.62)	22.6	(0.52)	3.5	(0.22)	31.3	(0.48)*	9.5	(0.32)
<b>Nova Scotia</b>										
Minority	37.0	(2.92)	19.0	(3.03)	F	...	24.1	(3.31)	17.8	(2.84)*
Majority	37.1	(1.73)	21.9	(1.53)	3.5	(0.50)	27.1	(1.38)	10.4	(0.89)*
<b>New Brunswick</b>										
Minority	33.1	(1.50)	20.3	(1.70)	4.4	(0.81) <sup>£</sup>	30.5	(1.66)	11.8	(1.07)
Majority	32.5	(2.53)	27.7	(2.20)	4.2	(0.73)	25.4	(1.60)	10.2	(1.18)
<b>Quebec</b>										
Minority	31.5	(1.42)*	26.8	(1.73)*	3.3	(0.54)	23.9	(1.62)	14.5	(1.18)
Majority	15.3	(1.15)*	41.2	(1.30)*	4.6	(0.48)	20.1	(1.02)	18.8	(1.06)
<b>Ontario</b>										
Minority	32.6	(2.22)	21.9	(1.77)*	5.3	(0.93) <sup>£</sup>	31.6	(1.63)	8.5	(1.02)
Majority	38.5	(1.34)	15.3	(0.98)*	3.5	(0.42)	37.0	(1.14)	5.7	(0.55)
<b>Manitoba</b>										
Minority	11.1	(1.95)*	38.5	(2.42)*	4.1	(1.16) <sup>£</sup>	21.1	(1.84)	25.2	(2.80)
Majority	28.2	(1.69)*	27.3	(1.25)*	3.0	(0.43)	25.4	(1.09)	16.1	(1.20)
<b>Alberta</b>										
Minority	40.5	(6.04)	22.5	(4.37) <sup>£</sup>	4.8	(1.59) <sup>£</sup>	21.2	(2.61)*	11.0	(2.55) <sup>£</sup>
Majority	35.6	(1.44)	20.6	(1.38)	2.9	(0.72) <sup>£</sup>	33.2	(1.27)*	7.7	(0.60)
<b>British Columbia</b>										
Minority	41.2	(7.42)	11.9	(3.30) <sup>£</sup>	F	...	31.8	(5.66) <sup>£</sup>	F	...
Majority	43.2	(1.62)	15.7	(1.29)	2.5	(0.34)	33.4	(1.23)	5.1	(0.49)

\* indicates a significant difference between minority and majority populations at the Canada level or within the same province

... not applicable

<sup>£</sup> use with caution

F too unreliable to be published

1. Includes all provinces except Newfoundland and Labrador.

Source: Programme for International Student Assessment, 2009, OECD.

Table A.1.36

Sources of information on careers and jobs for students in minority and majority language school systems, Canada and selected provinces, 2009

Language of school system	Sources of information on current and future jobs									
	School only		Home only		Elsewhere only		Combination of sources		None used	
	percent	standard error	percent	standard error	percent	standard error	percent	standard error	percent	standard error
<b>Canada<sup>1</sup></b>										
Minority	25.8	(0.80)*	22.6	(0.88)	5.2	(0.48)	35.8	(0.97)	10.5	(0.58)
Majority	29.1	(0.63)*	18.8	(0.41)	4.3	(0.22)	39.8	(0.52)	8.0	(0.29)
<b>Nova Scotia</b>										
Minority	25.3	(2.96)	25.7	(2.97)	5.0	(1.72)	28.2	(3.75)*	15.8	(2.41)
Majority	24.1	(1.37)	25.9	(1.56)	4.1	(0.58)	35.3	(1.64)*	10.5	(0.78)
<b>New Brunswick</b>										
Minority	29.0	(1.45)	16.5	(1.53)*	5.4	(0.82)	35.8	(1.81)	13.4	(1.05)
Majority	26.0	(1.85)	24.1	(1.88)*	4.8	(0.76)	34.9	(1.70)	10.3	(1.28)
<b>Quebec</b>										
Minority	25.3	(1.26)	25.1	(1.53)	4.9	(0.72)	35.1	(1.57)	9.6	(1.06)
Majority	21.5	(1.01)	23.5	(0.98)	4.9	(0.48)	38.6	(0.94)	11.5	(0.74)
<b>Ontario</b>										
Minority	25.2	(1.58)*	20.6	(1.18)*	5.6	(0.78)	38.2	(1.42)*	10.4	(0.98)*
Majority	32.5	(1.22)*	14.6	(0.68)*	4.2	(0.44)	42.5	(1.20)*	6.1	(0.53)*
<b>Manitoba</b>										
Minority	22.9	(2.63)	22.1	(2.65)	6.5	(2.00)	36.3	(3.19)	12.2	(1.92)
Majority	22.9	(1.42)	26.1	(1.39)	5.0	(0.57)	34.5	(1.33)	11.5	(1.07)
<b>Alberta</b>										
Minority	31.1	(3.78)	21.4	(4.83) <sup>E</sup>	7.6	(2.12) <sup>E</sup>	30.9	(4.26)	8.9	(2.47) <sup>E</sup>
Majority	28.5	(1.45)	20.0	(1.38)	4.4	(0.46)	39.8	(1.42)	7.3	(0.58)
<b>British Columbia</b>										
Minority	33.1	(8.22) <sup>E</sup>	17.5	(4.74) <sup>E</sup>	6.5	(2.00) <sup>E</sup>	32.0	(4.39)	F	...
Majority	36.1	(1.29)	17.0	(1.09)	3.1	(0.39)	38.0	(1.21)	5.9	(0.52)

\* indicates a significant difference between minority and majority populations at the Canada level or within the same province

... not applicable

<sup>E</sup> use with caution

F too unreliable to be published

1. Includes all provinces except Newfoundland and Labrador.

Source: Programme for International Student Assessment, 2009, OECD.

**Table A.1.37**

**Importance of post-secondary education to parents of students in minority and majority language school systems, Canada and selected provinces, 2009**

Language of school system	Fairly or very important		Slightly or not important	
	percent	standard error	percent	standard error
<b>Canada<sup>1</sup></b>				
Minority	96.0	(0.41)	4.0	(0.41)
Majority	94.7	(0.28)	5.3	(0.28)
<b>Nova Scotia</b>				
Minority	96.8	(1.20)	F	...
Majority	95.4	(0.62)	4.6	(0.62)
<b>New Brunswick</b>				
Minority	94.8	(0.78)	5.2	(0.78)
Majority	96.5	(0.56)	3.5	(0.56)
<b>Quebec</b>				
Minority	96.5	(0.63)*	3.5	(0.63)* <sup>‡</sup>
Majority	92.0	(0.71)*	8.0	(0.71)*
<b>Ontario</b>				
Minority	95.8	(0.55)	4.2	(0.55)
Majority	97.0	(0.46)	3.0	(0.46)
<b>Manitoba</b>				
Minority	95.8	(1.23)	4.2	(1.23) <sup>‡</sup>
Majority	91.9	(0.81)	8.1	(0.81)
<b>Alberta</b>				
Minority	92.6	(2.12)	7.4	(2.12) <sup>‡</sup>
Majority	94.1	(0.80)	5.9	(0.80)
<b>British Columbia</b>				
Minority	89.1	(2.82)	10.9	(2.82) <sup>‡</sup>
Majority	93.4	(0.76)	6.6	(0.76)

\* indicates a significant difference between minority and majority populations at the Canada level or within the same province

... not applicable

<sup>‡</sup> use with caution

F too unreliable to be published

1. Includes all provinces except Newfoundland and Labrador.

Source: Programme for International Student Assessment, 2009, OECD.

Table A.1.38

**Educational aspirations of students in minority and majority language school systems, Canada and selected provinces, 2009**

Language of school system	High school or less		Trade / College		University	
	percent	standard error	percent	standard error	percent	standard error
<b>Canada<sup>1</sup></b>						
Minority	6.4	(0.54)	23.7	(1.02)	69.9	(1.21)
Majority	5.9	(0.30)	24.3	(0.68)	69.6	(0.74)
<b>Nova Scotia</b>						
Minority	7.9	(1.50) <sup>‡</sup>	14.2	(2.63) <sup>‡</sup>	77.9	(2.57)
Majority	6.4	(0.66)	22.3	(1.24)	71.4	(1.34)
<b>New Brunswick</b>						
Minority	12.1	(1.18) *	25.3	(1.57)	62.7	(1.80) *
Majority	7.5	(0.92) *	21.2	(1.66)	71.3	(1.63) *
<b>Quebec</b>						
Minority	6.2	(0.87)	23.1	(1.72) *	70.6	(2.00) *
Majority	6.4	(0.63)	33.5	(1.17) *	60.1	(1.29) *
<b>Ontario</b>						
Minority	4.2	(0.57)	25.3	(1.17)	70.5	(1.24)
Majority	3.6	(0.47)	24.1	(1.34)	72.2	(1.53)
<b>Manitoba</b>						
Minority	6.1	(1.96) <sup>‡</sup>	16.5	(2.60)	77.5	(2.62)
Majority	10.7	(1.01)	17.8	(1.23)	71.5	(1.58)
<b>Alberta</b>						
Minority	8.6	(2.87) <sup>‡</sup>	22.7	(3.28)	68.6	(3.32)
Majority	8.7	(0.89)	19.5	(1.32)	71.8	(1.49)
<b>British Columbia</b>						
Minority	6.3	(2.04) <sup>‡</sup>	11.6	(3.34) <sup>‡</sup>	82.1	(3.31)
Majority	6.9	(0.95)	17.3	(1.18)	75.8	(1.56)

\* indicates a significant difference between minority and majority populations at the Canada level or within the same province

<sup>‡</sup> use with caution

1. Includes all provinces except Newfoundland and Labrador.

Source: Programme for International Student Assessment, 2009, OECD.



**Table A.1.39**

**Community size for students in minority and majority language school systems, Canada and selected provinces, 2009**

Language of school system	15,000 or less		Greater than 15,000	
	percent	standard error	percent	standard error
<b>Canada<sup>1</sup></b>				
Minority	28.5	(1.17)*	71.5	(1.17)*
Majority	22.8	(1.69)*	77.2	(1.69)*
<b>Nova Scotia</b>				
Minority	67.2	(3.86)*	32.8	(3.86)*
Majority	51.8	(2.25)*	48.2	(2.25)*
<b>New Brunswick</b>				
Minority	67.4	(1.46)*	32.6	(1.46)
Majority	40.6	(1.57)*	59.4	(1.57)
<b>Quebec</b>				
Minority	15.8	(1.90)	84.2	(1.90)
Majority	24.8	(3.27)	75.2	(3.27)
<b>Ontario</b>				
Minority	31.2	(1.67)*	68.8	(1.67)*
Majority	13.9	(3.12)* <sup>‡</sup>	86.1	(3.12)*
<b>Manitoba</b>				
Minority	51.0	(6.72)	49.0	(6.72)
Majority	36.5	(2.58)	63.5	(2.58)
<b>Alberta</b>				
Minority	F	...	76.3	(11.18)
Majority	28.0	(3.67)	72.0	(3.67)
<b>British Columbia</b>				
Minority	F	...	84.7	(8.82)
Majority	22.2	(3.62)	77.8	(3.62)

\* indicates a significant difference between minority and majority populations at the Canada level or within the same province

... not applicable

<sup>‡</sup> use with caution

F too unreliable to be published

1. Includes all provinces except Newfoundland and Labrador.

Source: Programme for International Student Assessment, 2009, OECD.

Table A.1.40

Availability of other schools for students in minority and majority language school systems, Canada and selected provinces, 2009

Language of school system	Other schools are available		No other schools are available	
	percent	standard error	percent	standard error
<b>Canada<sup>1</sup></b>				
Minority	81.96	(1.07)*	18.04	(1.07)*
Majority	85.75	(1.11)*	14.25	(1.11)*
<b>Nova Scotia</b>				
Minority	100.00	(0.00)*	0.00	(0.00)*
Majority	31.14	(3.33)*	68.86	(3.33)*
<b>New Brunswick</b>				
Minority	27.19	(1.26)*	72.81	(1.26)*
Majority	45.45	(1.95)*	54.55	(1.95)*
<b>Quebec</b>				
Minority	86.96	(1.85)	13.04	(1.85)
Majority	76.99	(3.80)	23.01	(3.80) <sup>‡</sup>
<b>Ontario</b>				
Minority	93.16	(1.36)	6.84	(1.36) <sup>‡</sup>
Majority	98.17	(1.26)	F	...
<b>Manitoba</b>				
Minority	100.00	(0.00)*	0.00	(0.00)*
Majority	67.71	(3.65)*	32.29	(3.65)*
<b>Alberta</b>				
Minority	100.00	(0.00)*	0.00	(0.00)*
Majority	93.58	(1.22)*	6.42	(1.22)* <sup>‡</sup>
<b>British Columbia</b>				
Minority	100.00	(0.00)*	0.00	(0.00)*
Majority	85.07	(3.82)*	14.93	(3.82)* <sup>‡</sup>

\* indicates a significant difference between minority and majority populations at the Canada level or within the same province

... not applicable

0 true zero or value rounded to 0

<sup>‡</sup> use with caution

F too unreliable to be published

1. Includes all provinces except Newfoundland and Labrador.

Source: Programme for International Student Assessment, 2009, OECD.

**Table A.1.41**

**Type of school attended by students in minority and majority language school systems, Canada and selected provinces, 2009**

Language of school system	Public		Private – government dependant		Private – independant	
	percent	standard error	percent	standard error	percent	standard error
<b>Canada<sup>1</sup></b>						
Minority	93.1	(0.35)	F	...	F	...
Majority	93.5	(0.85)	3.6	(0.53)	F	...
<b>Nova Scotia</b>						
Minority	100.0	(0.00)	0.0	(0.00)	0.0	(0.00)
Majority	98.6	(0.84)	0.0	(0.00)	F	...
<b>New Brunswick</b>						
Minority	100.0	(0.00)	0.0	(0.00)	0.0	(0.00)
Majority	99.0	(0.96)	0.0	(0.00)	F	...
<b>Quebec</b>						
Minority	86.5	(0.72)*	F	...	F	...
Majority	80.5	(1.48)*	15.6	(2.07)	F	...
<b>Ontario</b>						
Minority	100.0	(0.00)	0.0	(0.00)	0.0	(0.00)
Majority	97.3	(1.58)	0.0	(0.00)	2.7	(1.58) <sup>E</sup>
<b>Manitoba</b>						
Minority	100.0	(0.00)	0.0	(0.00)	0.0	(0.00)
Majority	98.0	(1.48)	F	...	F	...
<b>Alberta</b>						
Minority	100.0	(0.00)	0.0	(0.00)	0.0	(0.00)
Majority	98.2	(1.16)	0.0	(0.00)	F	...
<b>British Columbia</b>						
Minority	100.0	(0.00)	0.0	(0.00)	0.0	(0.00)
Majority	93.7	(2.21)	F	...	4.2	(2.02)

\* indicates a significant difference between minority and majority populations at the Canada level or within the same province

... not applicable

0 true zero or number rounded to 0

<sup>E</sup> use with caution

F too unreliable to be published

1. Includes all provinces except Newfoundland and Labrador.

Source: Programme for International Student Assessment, 2009, OECD.

Table A.1.42

Proportion of budget that comes from student fees for schools attended by students in minority and majority language school systems, Canada and selected provinces, 2009

Language of school system	Student fees are less than 20% of budget		Student fees are 20% or more of budget	
	percent	standard error	percent	standard error
<b>Canada<sup>1</sup></b>				
Minority	46.0	(1.13)*	54.0	(1.13)*
Majority	69.3	(2.45)*	30.7	(2.45)*
<b>Nova Scotia</b>				
Minority	100.0	(0.00)*	0.0	(0.00)*
Majority	72.4	(4.76)*	27.6	(4.76)* <sup>‡</sup>
<b>New Brunswick</b>				
Minority	70.2	(4.94)	0.0	(0.00)
Majority	63.6	(2.21)	36.4	(2.21)
<b>Quebec</b>				
Minority	28.2	(1.70)*	71.8	(1.70)*
Majority	43.7	(4.39)*	56.3	(4.39)*
<b>Ontario</b>				
Minority	72.0	(0.73)	28.0	(0.73)
Majority	72.5	(5.58)	27.5	(5.58) <sup>‡</sup>
<b>Manitoba</b>				
Minority	100.0	(0.00)*	0.0	(0.00)*
Majority	80.9	(3.45)*	19.1	(3.45)* <sup>‡</sup>
<b>Alberta</b>				
Minority	71.6	(2.78)	28.4	(2.78)*
Majority	88.6	(3.07)	11.4	(3.07)* <sup>‡</sup>
<b>British Columbia</b>				
Minority	100.0	(0.00)*	0.0	(0.00)*
Majority	84.5	(1.95)* <sup>‡</sup>	15.5	(1.95)*

\* indicates a significant difference between minority and majority populations at the Canada level or within the same province

0 true zero or value rounded to 0

<sup>‡</sup> use with caution

1. Includes all provinces except Newfoundland and Labrador.

Source: Programme for International Student Assessment, 2009, OECD.

**Table A.1.43**

**Gender of principal for students in minority and majority language school systems, Canada and selected provinces, 2009**

Language of school system	Female		Male	
	percent	standard error	percent	standard error
<b>Canada<sup>1</sup></b>				
Minority	44.2	(0.88)	55.8	(0.88)
Majority	38.4	(2.23)	61.6	(2.23)
<b>Nova Scotia</b>				
Minority	37.3	(6.49) <sup>‡</sup>	62.7	(6.49)
Majority	34.2	(3.43)	65.8	(3.43)
<b>New Brunswick</b>				
Minority	23.0	(1.15) *	77.0	(1.15) *
Majority	39.6	(1.93) *	60.4	(1.93) *
<b>Quebec</b>				
Minority	51.1	(1.24)	48.9	(1.24)
Majority	45.1	(4.22)	54.9	(4.22)
<b>Ontario</b>				
Minority	39.5	(1.45)	60.5	(1.45)
Majority	42.8	(4.39)	57.2	(4.39)
<b>Manitoba</b>				
Minority	0.0	(0.00) *	44.7	(7.57) * <sup>‡</sup>
Majority	33.3	(2.98) *	66.7	(2.98) *
<b>Alberta</b>				
Minority	53.7	(7.77)	46.3	(7.77) <sup>‡</sup>
Majority	33.4	(3.90)	66.6	(3.90)
<b>British Columbia</b>				
Minority	79.5	(4.66) *	20.5	(4.66) * <sup>‡</sup>
Majority	23.0	(4.46) * <sup>‡</sup>	77.0	(4.46) *

\* indicates a significant difference between minority and majority populations at the Canada level or within the same province

<sup>‡</sup> use with caution

1. Includes all provinces except Newfoundland and Labrador.

Source: Programme for International Student Assessment, 2009, OECD.

**Table A.1.44**

**Proportion of schools by number of students in modal grade<sup>1</sup>, for students in minority and majority language school systems, Canada and selected provinces, 2009**

Language of school system	250 students or less		More than 250 students	
	percent	standard error	percent	standard error
<b>Canada<sup>2</sup></b>				
Minority	85.8	(0.42)*	14.2	(0.42)*
Majority	51.4	(1.49)*	48.6	(1.49)*
<b>Nova Scotia</b>				
Minority	100.0	(0.00)*	0.0	(0.00)*
Majority	53.1	(2.20)*	46.9	(2.20)*
<b>New Brunswick</b>				
Minority	90.0	(0.63)*	10.0	(0.63)*
Majority	51.2	(1.39)*	48.8	(1.39)*
<b>Quebec</b>				
Minority	75.4	(0.98)*	24.6	(0.98)*
Majority	58.4	(3.29)*	41.6	(3.29)*
<b>Ontario</b>				
Minority	100.0	(0.00)*	0.0	(0.00)*
Majority	43.1	(3.10)*	56.9	(3.10)*
<b>Manitoba</b>				
Minority	100.0	(0.00)*	0.0	(0.00)*
Majority	65.4	(1.32)*	34.6	(1.32)*
<b>Alberta</b>				
Minority	100.0	(0.00)*	0.0	(0.00)*
Majority	43.7	(2.00)*	56.3	(2.00)*
<b>British Columbia</b>				
Minority	100.0	(0.00)*	0.0	(0.00)*
Majority	59.2	(3.62)*	40.8	(3.62)*

\* indicates a significant difference between minority and majority populations at the Canada level or within the same province

0 true zero or value rounded to 0

1. The modal grade is the one in which the majority of 15 year-olds are registered.

2. Includes all provinces except Newfoundland and Labrador.

Source: Programme for International Student Assessment, 2009, OECD.

Table A.1.45

Proportion of schools by percentage of student body whose first language is not test language<sup>1</sup>, for students in minority and majority language school systems, Canada and selected provinces, 2009

Language of school system	20% or less of student body has a first language other than test language		More than 20% of student body has a first language other than test language	
	percent	standard error	percent	standard error
<b>Canada<sup>2</sup></b>				
Minority	55.3	(1.13)*	44.7	(1.13)*
Majority	77.2	(2.00)*	22.8	(2.00)*
<b>Nova Scotia</b>				
Minority	52.4	(5.04)*	47.6	(5.04)*
Majority	96.3	(1.08)*	3.7	(1.08)* <sup>£</sup>
<b>New Brunswick</b>				
Minority	100.0	(0.00)*	0.0	(0.00)*
Majority	97.2	(0.18)*	2.8	(0.18)*
<b>Quebec</b>				
Minority	43.4	(1.89)*	56.6	(1.89)*
Majority	83.9	(3.27)*	16.1	(3.27)* <sup>£</sup>
<b>Ontario</b>				
Minority	58.5	(2.00)*	41.5	(2.00)*
Majority	71.5	(4.17)*	28.5	(4.17)*
<b>Manitoba</b>				
Minority	74.9	(10.24)	F	...
Majority	80.3	(2.29)	19.7	(2.29)
<b>Alberta</b>				
Minority	23.1	(5.84)* <sup>£</sup>	76.9	(5.84)*
Majority	79.9	(2.91)*	20.1	(2.91)*
<b>British Columbia</b>				
Minority	F	...	94.9	(2.94)*
Majority	68.1	(5.12)	31.9	(5.12)*

\* indicates a significant difference between minority and majority populations at the Canada level or within the same province

... not applicable

0 true zero or value rounded to 0

£ use with caution

F too unreliable to be published

1. PISA test language was the same as the language of instruction in the school.

2. Includes all provinces except Newfoundland and Labrador.

Source: Programme for International Student Assessment, 2009, OECD.



Table A.1.46

**Streaming strategies for students in minority and majority language school systems, Canada and selected provinces, 2009**

Language of school system	Grouping by level only		Grouping by content only		Grouping by both level and content		No grouping	
	percent	standard error	percent	standard error	percent	standard error	percent	standard error
<b>Canada<sup>1</sup></b>								
Minority	46.5	(0.92)*	3.5	(0.55)	41.0	(1.03)*	9.0	(1.02)
Majority	33.2	(2.58)*	4.0	(0.95) <sup>‡</sup>	53.2	(2.49)*	9.6	(1.09)
<b>Nova Scotia</b>								
Minority	66.7	(6.67)*	6.2	(0.65)	26.4	(6.08) <sup>‡</sup>	0.7	(0.80)
Majority	26.8	(3.37)*	10.2	(3.01) <sup>‡</sup>	33.9	(3.26)	29.0	(4.03)
<b>New Brunswick</b>								
Minority	16.5	(0.86)	11.3	(0.63)	55.2	(2.47)*	17.1	(3.55)* <sup>‡</sup>
Majority	13.7	(1.70)	10.1	(2.38) <sup>‡</sup>	69.9	(2.56)*	6.3	(1.64)* <sup>‡</sup>
<b>Quebec</b>								
Minority	57.8	(1.38)*	1.7	(0.95)	32.6	(1.92)	7.9	(1.18)*
Majority	31.5	(4.66)*	4.5	(1.85)	45.6	(4.98)	18.4	(3.88)* <sup>‡</sup>
<b>Ontario</b>								
Minority	42.1	(2.03)	1.1	(0.05)	51.8	(1.06)	5.0	(2.41)
Majority	33.1	(4.43)	2.9	(1.70)	62.5	(4.59)	1.5	(1.24)
<b>Manitoba</b>								
Minority	0.0	(0.00)*	19.8	(10.95)	45.7	(6.27)	34.5	(4.76)
Majority	28.2	(2.11)*	9.3	(3.21)	35.6	(2.48)	26.9	(3.35)
<b>Alberta</b>								
Minority	46.8	(6.52)	6.5	(2.48)	36.3	(10.80) <sup>‡</sup>	10.4	(3.72)
Majority	39.1	(4.27)	1.6	(1.20)	52.0	(4.22)	7.2	(2.72)
<b>British Columbia</b>								
Minority	30.6	(12.78)	28.3	(5.29) <sup>‡</sup>	0.0	(0.00)*	41.1	(8.70)* <sup>‡</sup>
Majority	40.0	(5.68)	1.9	(1.51)	45.0	(5.31)*	13.1	(3.73)* <sup>‡</sup>

\* indicates a significant difference between minority and majority populations at the Canada level or within the same province

0 true zero or value rounded to 0

<sup>‡</sup> use with caution

1. Includes all provinces except Newfoundland and Labrador.

Source: Programme for International Student Assessment, 2009, OECD.

**Table A.1.47**

**Number of computers per student in modal grade<sup>1</sup> for students in minority and majority language school systems, Canada and selected provinces, 2009**

Language of school system	Less than 2 computers		2 or more computers	
	percent	standard error	percent	standard error
<b>Canada<sup>2</sup></b>				
Minority	93.2	(0.86)*	6.8	(0.86)*
Majority	97.0	(0.60)*	3.0	(0.60)* <sup>E</sup>
<b>Nova Scotia</b>				
Minority	94.0	(5.76)	F	...
Majority	96.2	(1.36)	F	...
<b>New Brunswick</b>				
Minority	81.9	(3.51)*	18.1	(3.51) <sup>E</sup>
Majority	96.4	(2.69)*	F	...
<b>Quebec</b>				
Minority	98.3	(1.00)	F	...
Majority	98.3	(1.10)	F	...
<b>Ontario</b>				
Minority	91.6	(1.34)*	8.4	(1.34)
Majority	98.6	(1.12)*	F	...
<b>Manitoba</b>				
Minority	0.0	(0.00)	F	...
Majority	95.0	(2.27)	F	...
<b>Alberta</b>				
Minority	83.3	(2.57)*	16.7	(2.57)* <sup>E</sup>
Majority	92.0	(1.52)*	8.0	(1.52)* <sup>E</sup>
<b>British Columbia</b>				
Minority	96.0	(1.38)	F	...
Majority	98.4	(1.15)	F	...

\* indicates a significant difference between minority and majority populations at the Canada level or within the same province

... not applicable

0 true zero or value rounded to 0

<sup>E</sup> use with caution

F too unreliable to be published

1. The modal grade is the one in which the majority of 15 year-olds are registered.

2. Includes all provinces except Newfoundland and Labrador.

Source: Programme for International Student Assessment, 2009, OECD.

**Table A.1.48**

**Proportion of schools with a shortage of teachers in the language arts for students in minority and majority language school systems, Canada and selected provinces, 2009**

Language of school system	No shortage or very little shortage		Some or a large shortage	
	percent	standard error	percent	standard error
<b>Canada<sup>1</sup></b>				
Minority	89.6	(1.13)	10.4	(1.13)
Majority	92.9	(0.86)	7.2	(0.86)
<b>Nova Scotia</b>				
Minority	78.8	(2.87)*	21.2	(2.87)*
Majority	100.0	(0.00)*	0.0	(0.00)*
<b>New Brunswick</b>				
Minority	86.1	(3.70)*	13.9	(3.70) <sup>E</sup>
Majority	97.4	(1.40)*	F	...
<b>Quebec</b>				
Minority	96.4	(1.64)*	F	...
Majority	71.4	(3.98)*	28.6	(3.98)
<b>Ontario</b>				
Minority	82.9	(2.08)*	17.1	(2.08)
Majority	99.3	(0.67)*	F	...
<b>Manitoba</b>				
Minority	0.0	(0.00)*	54.7	(7.51)
Majority	97.9	(1.21)*	F	...
<b>Alberta</b>				
Minority	89.2	(3.55)*	10.8	(3.55) <sup>E</sup>
Majority	99.0	(0.95)*	F	...
<b>British Columbia</b>				
Minority	84.7	(8.82)	F	...
Majority	96.9	(1.87)	F	...

\* indicates a significant difference between minority and majority populations at the Canada level or within the same province

... not applicable

0 true zero or value rounded to 0

<sup>E</sup> use with caution

F too unreliable to be published

1. Includes all provinces except Newfoundland and Labrador.

Source: Programme for International Student Assessment, 2009, OECD.

Table A.1.49

Resource shortages in the schools attended by minority and majority language school system students, Canada and selected provinces, 2009

Language of school system	Qualified teachers in other subjects				Instructional material			
	Size of shortage							
	No shortage or very little shortage		Some or a large shortage		No shortage or very little shortage		Some or a large shortage	
	percent	standard error	percent	standard error	percent	standard error	percent	standard error
Canada <sup>1</sup>								
Minority	78.2	(1.05)	21.8	(1.05)	55.9	(0.89)*	44.1	(0.89)*
Majority	81.4	(1.60)	18.6	(1.60)	80.6	(2.21)*	19.4	(2.21)*
Nova Scotia								
Minority	93.8	(0.65)	6.2	(0.65)	54.7	(6.58)*	45.3	(6.58)*
Majority	88.2	(2.34)	11.8	(2.34)	77.6	(2.35)*	22.4	(2.35)*
New Brunswick								
Minority	85.8	(0.74)	14.2	(0.74)	73.0	(1.25)*	27.0	(1.25)
Majority	86.3	(1.57)	13.7	(1.57)	80.1	(2.48)*	19.9	(2.48)
Quebec								
Minority	79.4	(1.99)*	20.6	(1.99)*	35.3	(1.14)*	64.7	(1.14)*
Majority	63.5	(4.56)*	36.5	(4.56)*	92.4	(2.26)*	7.6	(2.26)* <sup>E</sup>
Ontario								
Minority	72.3	(0.68)*	27.7	(0.68)*	79.9	(1.36)	20.1	(1.36)
Majority	88.1	(2.96)*	11.9	(2.96)* <sup>E</sup>	69.9	(4.59)	30.1	(4.59)
Manitoba								
Minority	85.2	(2.17)	14.8	(2.17)	81.2	(11.07)	F	...
Majority	80.6	(3.07)	19.4	(3.07)	80.9	(2.54)	19.1	(2.54)
Alberta								
Minority	71.1	(8.40)	28.9	(8.40)	85.6	(13.38)	F	...
Majority	79.8	(3.84)	20.2	(3.84)	87.3	(3.09)	12.7	(3.09) <sup>E</sup>
British Columbia								
Minority	82.0	(8.72)	F	...	97.4	(0.87)*	2.6	(0.87)*
Majority	87.5	(3.80)	12.5	(3.80) <sup>E</sup>	88.0	(3.68)*	12.0	(3.68)*

Table A.1.49 concluded

**Resource shortages in the schools attended by minority and majority language school system students, Canada and selected provinces, 2009**

Language of school system	Computer software for instructional purposes				Library materials			
	Size of shortage							
	No shortage or very little shortage		Some or a large shortage		No shortage or very little shortage		Some or a large shortage	
	percent	standard error	percent	standard error	percent	standard error	percent	standard error
Canada <sup>1</sup>								
Minority	74.2	(1.39)	25.8	(1.39)	79.9	(1.20)	20.1	(1.20)
Majority	80.2	(2.06)	19.8	(2.06)	85.0	(1.73)	15.0	(1.73)
Nova Scotia								
Minority	15.4	(2.29)*	84.6	(2.29)*	F	...	90.1	(8.62)*
Majority	87.9	(2.46)*	12.1	(2.46)* <sup>£</sup>	72.5	(2.06)	27.5	(2.06)*
New Brunswick								
Minority	67.5	(1.53)*	32.5	(1.53)*	61.8	(2.72)	38.2	(2.72)
Majority	79.2	(1.93)*	20.8	(1.93)*	69.9	(2.26)	30.1	(2.26)
Quebec								
Minority	74.4	(2.41)	25.6	(2.41)	87.8	(1.99)	12.2	(1.99)
Majority	79.2	(3.31)	20.8	(3.31)	87.1	(2.97)	12.9	(2.97) <sup>£</sup>
Ontario								
Minority	76.8	(1.74)	23.2	(1.74)	76.3	(1.66)	23.7	(1.66)
Majority	78.4	(3.98)	21.6	(3.98) <sup>£</sup>	81.4	(3.93)	18.6	(3.93) <sup>£</sup>
Manitoba								
Minority	79.9	(2.82)	20.1	(2.82)	80.2	(10.95)	F	...
Majority	78.0	(2.38)	22.0	(2.38)	80.9	(3.32)	19.1	(3.32) <sup>£</sup>
Alberta								
Minority	97.0	(2.60)	F	...	79.7	(4.70)	20.3	(4.70) <sup>£</sup>
Majority	86.6	(3.03)	13.4	(3.03) <sup>£</sup>	92.3	(2.52)	7.7	(2.52) <sup>£</sup>
British Columbia								
Minority	100.0	(0.00)	0.0	(0.00)	86.5	(3.36)	13.5	(3.36) <sup>£</sup>
Majority	78.7	(4.32)	21.3	(4.32)	91.2	(3.38)	F	...

\* indicates a significant difference between minority and majority populations at the Canada level or within the same province

... not applicable

0 true zero or value rounded to 0

<sup>£</sup> use with caution

F too unreliable to be published

1. Includes all provinces except Newfoundland and Labrador.

Source: Programme for International Student Assessment, 2009, OECD.

## Appendix 2

### **The Programme for International Student Assessment: What is PISA 2009?**

Sixty-five countries and economies participated in PISA 2009, including all 33 OECD member countries. Between 5,000 and 10,000 students aged 15 from at least 150 schools were typically tested in each country.

With reading being the first of the PISA domains to be reassessed as the major domain, the reading framework developed in 2000 was revisited to account for changes in the domain in the past decade. Much of the substance of the PISA 2000 reading framework was retained in 2009, which allows reporting on trends in performance over time. However, two major modifications in the 2009 framework focus on the incorporation of reading of electronic texts and the elaboration of the constructs of reading engagement and metacognition. In 2009, the assessment of reading of electronic texts was implemented as an international option in which Canada elected not to participate. Therefore, this report presents the Canadian results for the core paper-and-pencil assessment of reading in which Canada, along with the other 65 countries and economies participated. Since the same reading scales are relevant to all PISA participating countries it is appropriate to compare the performance of countries involved in this assessment directly and to report on trends in performance between 2000 and 2009.

As was the case in PISA 2000, PISA 2009 reports results globally and for the three aspects identified in the framework (Accessing and Retrieving, Integrating and Interpreting, and Reflecting and Evaluating). Additionally it reports on two text formats used in PISA (Continuous texts and Non-continuous texts). ... Further information is available in the PISA 2009 framework. Although there is a high correlation between these sub-scales, reporting results on each subscale may reveal interesting interactions which could be linked to curriculum and teaching methodology used.

### **Why did Canada participate in PISA?**

Canada's continued participation in PISA 2009 stems from many of the same questions motivating other participating countries. In Canada, provinces and territories responsible for education invest significant public resources in the provision of elementary and secondary education and Canadians are interested in the outcomes of compulsory education provided to their youth. How can expenditures be directed to the achievement of higher levels of knowledge and skills upon which lifelong learning is founded and to potentially reduce social inequality in life outcomes?

Elementary and secondary education systems play a key role in providing students with the knowledge and skills that form an essential foundation necessary to further develop human capital either through participation in the workforce, post-secondary education or lifelong learning. Previous studies based on PISA data have shown the effects of strong skills at age 15 in later life. Youth with strong reading skills were much more likely to have finished high school, pursue post-secondary education and finish it. For example, results from the Youth in Transition Survey (YITS) show that there is a strong association between reading proficiency and education attainment. Canadian students in the bottom quartile of PISA reading scores were much more likely to drop out of secondary school and less likely to have completed a year of post-secondary education than those in the high quartile of reading score. In contrast, Canadian students in the top PISA level (Level 5) of reading performance were twenty times more likely to go to university than those in the lowest PISA level (at or below Level 1).

Questions about educational effectiveness can be partly answered with data on the average performance of Canada's youth in key subject areas. However, two other questions with respect to equity can only be answered by examining the distribution of competencies: Who are the students at the lowest levels? Do certain groups or regions appear to be at greater risk? These are important questions because, among other things, acquisition of knowledge and skills during compulsory schooling influences access to postsecondary education, eventual success in the labour market and the effectiveness of continuous, lifelong learning.

**Measuring Up: Canadian Results of the OECD PISA Study. The Performance of Canada's Youth in Reading, Mathematics and Science. 2009 First Results for Canadians aged 15. Statistics Canada. 2010. P. 8,11,12**



### A note on statistical comparisons

The average [scores] were computed from the scores of random samples of students from each country and not from the population of students in each country. Consequently, it cannot be said with certainty that a sample average has the same value as the population average that would have been obtained had all 15-year-old students been assessed. Additionally, a degree of error is associated with the scores describing student performance as these scores are estimated based on student responses to test items. A statistic, called the standard error, is used to express the degree of uncertainty associated with sampling error and measurement error. The standard error can be used to construct a confidence interval, which provides a means of making inferences about the population averages and proportions in a manner that reflects the uncertainty associated with sample estimates. A 95% confidence interval is used in this report and represents a range of plus or minus about two standard errors around the sample average. Using this confidence interval it can be inferred that the population mean or proportion would lie within the confidence interval in 95 out of 100 replications of the measurement, using different samples randomly drawn from the same population.

When comparing scores among countries, provinces, or population subgroups the degree of error in each average must be considered in order to determine if the true population averages are likely different from each other. Standard errors and confidence intervals may be used as the basis for performing these comparative statistical tests. Such tests can identify, with a known probability, whether there are actual differences in the populations being compared.

For example, when an observed difference is significant at the 0.05 level, it implies that the probability is less than 0.05 that the observed difference could have occurred because of sampling or measurement error. When comparing countries and provinces (or sub-populations), extensive use is made of this type of statistical test to reduce the likelihood that differences due to sampling or measurement errors will be interpreted as real.

Only statistically significant differences at the 0.05 level are noted in this report, unless otherwise stated. Averages did not differ unless the 95% confidence intervals for the averages being compared did not overlap.

Measuring Up: Canadian Results of the OECD PISA Study. The Performance of Canada's Youth in Reading, Mathematics and Science. 2009 First Results for Canadians aged 15. Statistics Canada. 2010. P. 15

## Appendix 3

### Information on Indices used in this report

For this report indices were used only when the effect of a one standard deviation improvement on the score on the index was associated with an improvement of 15 points or more on the PISA combined reading score and there was a significant difference between minority and majority language student populations in at least 3 provinces.

The following explanations are taken from:

PISA 2009 Results: What Makes a School Successful? Volume IV © OECD 2010.  
**Annex A 1:** Construction of reading scales and indices from the student, school and parent context questionnaires. pp. 114-125

### Explanation of indices

This section explains the indices derived from the student, school and parent context questionnaires used in PISA 2009. Several PISA measures reflect indices that summarise responses from students, their parents or school representatives (typically principals) to a series of related questions. The questions were selected from a larger pool of questions on the basis of theoretical considerations and previous research. Structural equation modelling was used to confirm the theoretically expected behaviour of the indices and to validate their comparability across countries. For this purpose, a model was estimated separately for each country and collectively for all OECD countries

#### Indices related to Students, Family, Home life

##### Immigration

The *index on immigrant background* (IMMIG) has the following categories: (1) native students (those students born in the country of assessment, or those with at least one parent born in that country; students who were born abroad with at least one parent born in the country of assessment are also classified as 'native' students), (2) second-generation students (those born in the country of assessment but whose parents were born in another country) and (3) first-generation students (those born outside the country of assessment and whose parents were also born in another country). Students with missing responses for either the student or for both parents, or for all three questions have been given missing values for this variable.

### Family structure

The *index of family structure* (FAMSTRUC) is based on students' responses regarding people living at home with them. This index has the following three values: (1) single-parent family (students living with only one of the following: mother, father, male guardian, female guardian), (2) two-parent family (students living with a father or step/foster father and a mother or step/foster mother) and (3) other (except the non-responses, which are coded as missing or not applicable).

### Social, Cultural and Economic status

The PISA *index of social, cultural and economic status* (SCES) was derived from the following three indices: highest occupational status of parents (HISEI), highest educational level of parents in years of education according to ISCED (PARED), and home possessions (HOMEPOS). The *index of home possessions* (HOMEPOS) comprises all items on the indices of WEALTH, CULT POSS and HEDRES (see below), as well as books in the home recoded into a four-level categorical variable (0-10 books, 11-25 or 26-100 books, 101-200 or 201-500 books, more than 500 books).

The PISA index of social, cultural and economic status was derived from a principal component analysis of standardised variables (each variable has an OECD mean of zero and a standard deviation of one), taking the factor scores for the first principal component as measures of the index of economic, social and cultural status.

Principal component analysis was also performed for each participating country to determine to what extent the components of the index operate in similar ways across countries. The analysis revealed that patterns of factor loading were very similar across countries, with all three components contributing to a similar extent to the index. For the occupational component, the average factor loading was 0.80, ranging from 0.66 to 0.87 across countries. For the educational component, the average factor loading was 0.79, ranging from 0.69 to 0.87 across countries. For the home possession component, the average factor loading was 0.73, ranging from 0.60 to 0.84 across countries. The reliability of the index ranged from 0.41 to 0.81. These results support the cross-national validity of the *PISA index of social, cultural and economic status* (SCES).

#### Family wealth

The *index of family wealth* (WEALTH) is based on the students' responses on whether they had the following at home: a room of their own, a link to the Internet, a dishwasher (treated as a country-specific item), a DVD player, and three other country-specific items; and their responses on the number of cellular phones, televisions, computers, cars and the rooms with a bath or shower.

#### Cultural possessions

The *index of cultural possessions* (CULT POSS) is based on the students' responses to whether they had the following at home: classic literature, books of poetry and works of art.

#### Home educational resources

The *index of home educational resources* (HEDRES) is based on the items measuring the existence of educational resources at home including a desk and a quiet place to study, a computer that students can use for schoolwork, educational software, books to help with students' school work, technical reference books and a dictionary.

## Indices related to Schooling and Academic Performance

### Attitudes towards school

The *index of attitude towards school* (ATSCHL) was derived from students' level of agreement with the following statements: *i*) school has done little to prepare me for adult life when I leave school; *ii*) school has been a waste of time; *iii*) school has helped give me confidence to make decisions; *iv*) school has taught me things which could be useful in a job. As all items that are negatively phrased *i*) and *ii*) are inverted for scaling, higher values on this index indicate perception of a more positive school climate.

### Teacher-student relations

The *index of teacher-student relations* (STUDREL) was derived from students' level of agreement with the following statements: *i*) I get along well with most of my teachers; *ii*) most of my teachers are interested in my well-being; *iii*) most of my teachers really listen to what I have to say; *iv*) if I need extra help, I will receive it from my teachers; and *v*) most of my teachers treat me fairly. Higher values on this index indicate positive teacher-student relations.

### Enjoyment of reading activities

The *index of enjoyment of reading* (ENJOY) activities was derived from students' level of agreement with the following statements: *i*) I read only if I have to; *ii*) reading is one of my favourite hobbies; *iii*) I like talking about books with other people; *iv*) I find it hard to finish books; *v*) I feel happy if I receive a book as a present; *vi*) for me, reading is a waste of time; *vii*) I enjoy going to a bookstore or a library; *viii*) I read only to get information that I need; *ix*) I cannot sit still and read for more than a few minutes; *x*) I like to express my opinions about books I have read; and *xi*) I like to exchange books with my friends. As all items that are negatively phrased (items *i*, *iv*, *vi*, *viii* and *ix*) are inverted for scaling, the higher values on this index indicate higher levels of enjoyment of reading.

### Teachers' stimulation of students' reading engagement

The *index of teachers' stimulation of students' reading engagement* (STIMREAD) was derived from students' reports on how often the following occurred in their lessons of the language of instruction: *i*) the teacher asks students to explain the meaning of a text; *ii*) the teacher asks questions that challenge students to get a better understanding of a text; *iii*) the teacher gives students enough time to think about their answers; *iv*) the teacher recommends a book or author to read; *v*) the teacher encourages students to express their opinion about a text; *vi*) the teacher helps students relate the stories they read to their lives; and *vii*) the teacher shows students how the information in texts builds on what they already know. Higher values on this index indicate higher teachers' stimulation of students' reading engagement.

## Indices related to schools

### Ability grouping

The *index of ability grouping between classes* (ABGROUP) was derived from the two items of school principals' reports on whether school organises instruction differently for student with different abilities "for all subjects", "for some subjects", or "not for any subjects". This index has the following three categories: (1) schools that do not group students by ability in any subjects, either between or within classes; (2) schools that group students by ability for some, but not all, subjects, and that do so either between or within classes; and (3) schools that group students by ability in all subjects either between or within classes.

### Availability of computers

The *index of computer availability* (IRATCOMP) was derived from dividing the number of computers available for educational purposes available to students in the modal grade for 15-year-olds by the number of students in the modal grade for 15-year-olds.

### Student behaviour

The *index of student-related factors affecting school climates* (STUBEHA) was derived from school principals' reports on the extent to which the learning of students hindered by the following factors in their schools: *i*) student absenteeism; *ii*) disruption of classes by students; *iii*) students skipping classes; *iv*) student lacking respect for teachers; *v*) student use of alcohol or illegal drugs; and *vi*) students intimidating or bullying other students. As all items were inverted for scaling higher values on this index indicate a positive student behaviour.

### School responsibility for curriculum and assessment

School principals were asked to report whether "principals", "teachers", "school governing board", "regional or local education authority", or "national education authority" has a considerable responsibility for the following tasks: *i*) establishing student assessment policies; *ii*) choosing which textbooks are used; *iii*) determining course content; and *iv*) deciding which courses are offered. The *index of the school responsibility for curriculum and assessment* (RESPCURR) was derived from these four items. The ratio of the number of responsibility that "principals" and/or "teachers" have for these four items to the number of responsibility that "regional or local education authority" and/or "national education authority" have for these four items was computed. Positive values on this index indicate relatively more responsibility for schools than local, regional or national education authority. This index has an OECD mean of 0 and a standard deviation of 1.

### School responsibility for resource allocation

School principals were asked to report whether "rincipals", "teachers", "school governing board", "regional or local education authority" or "national education authority" has a considerable responsibility for the following tasks: *i*) selecting teachers for hire; *ii*) dismissing teachers; *iii*) establishing teachers' starting salaries; *iv*) determining teachers' salaries increases; *v*) formulating the school budget; and *vi*) deciding on budget allocations within the school. The *index of school responsibility for resource allocation* (RESPRES) was derived from these six items.

The ratio of the number of responsibility that “principals” and/or “teachers” have for these six items to the number of responsibility that “regional or local education authority” and/or “national education authority” have for these six items was computed. Positive values on this index indicate relatively more responsibility for schools than local, regional or national education authority. This index has an OECD mean of 0 and a standard deviation of 1.

### **School’s educational resources**

The *index on the school’s educational resources* (SCMATEDU) was derived from seven items measuring school principals’ perceptions of potential factors hindering instruction at their school. These factors are: *i*) shortage or inadequacy of science laboratory equipment; *ii*) shortage or inadequacy of instructional materials; *iii*) shortage or inadequacy of computers for instruction; *iv*) lack or inadequacy of Internet connectivity; *v*) shortage or inadequacy of computer software for instruction; *vi*) shortage or inadequacy of library materials; and *vii*) shortage or inadequacy of audio-visual resources. As all items were inverted for scaling, higher values on this index indicate better quality of educational resources.



## Appendix 4

### Information on provincial minority-language communities covered in this report

This section provides a brief overview of activities and information related to the provincial minority-language communities covered in this report. For Nova Scotia, New Brunswick, Ontario, Manitoba, Alberta and British Columbia the information was taken from: [www.fcfa.ca/profils](http://www.fcfa.ca/profils). For Quebec the information comes from Wikipedia under keyword search *Vision and Mission-Quebec Community Groups Network* and *English-speaking Quebecer*. <http://fr.wikipedia.org/anglo-Québécois>.

#### Nova Scotia

##### History

Acadia began in the 17<sup>th</sup> century, when about a hundred French families settled in the area of Port Royal, along the banks of the *Baie française* (Bay of Fundy). Gifted with a rare sense of community, the Acadians slowly developed their own customs and culture in a new environment based primarily on agriculture.

##### Geography

Acadians are concentrated in two main regions: Cape Breton Island and the south coast of the province. When Halifax - which accounts for the largest number of Francophones in the province - is added, these three areas account for over 85 percent of Nova Scotia's French-speaking community. Certain regions of the province are also home to a significant concentration of Acadians, who are the majority in the municipality of Clare (Digby county) and account for close to 50 percent of the population in Argyle (Yarmouth county). There they have developed a diversified network of institutions which support a vibrant cultural life and an active community. In Cape Breton, French enjoys a strong status on Île Madame and Acadians account for over 40 percent of the population north of Inverness, where they form the core of many villages such as Cheticamp.

Nova Scotia Francophones are essentially a rural population even though 10,730 people with French as their first spoken official language live in the Halifax Metropolitan region.

##### Social and Community Vitality

##### Major organizations

The *Fédération acadienne de la Nouvelle-Écosse (FANE)* is the primary organization representing this province's Acadian community. First established as *Rouler les airs* in 1968, the Fédération represents the interests of all Acadians



and Francophones of Nova Scotia. To fulfill its mandate as a community organization, FANE is structured to ensure community participation in all its planning and administrative activities. Today's FANE is a true federation, bringing together 26 member organizations that meet regularly as the *Conseil provincial des membres (CPM)*. The members advise their federation on the Acadian community's objectives and priorities.

## Communications

### Newspapers and magazines

- *Le Courrier de la Nouvelle-Écosse* is a weekly newspaper established in 1937.

### Radio

Three community radio stations are part of the *Association des radios communautaires en Atlantique*, which is located at 5527 Cogswell St., Halifax, NS, B3J 1R2; phone: (902) 224-1242, email: [arcatlantique@gmail.com](mailto:arcatlantique@gmail.com) :

- The community radio station *CIFA Radio Clare*, broadcasting since 1990; [www.cifafm.ca](http://www.cifafm.ca)
- The community radio station in Cheticamp, *CKJM Coopérative Radio-Chéticamp*, broadcasting since 1995; [www.ckjm.ca](http://www.ckjm.ca)
- The community radio station Radio Halifax Metro CKRH, broadcasting since 2007; [www.ckrhfm.ca](http://www.ckrhfm.ca)
- A community radio project is underway in the Richmond and produces some radio programming periodically.

Radio programs broadcast by the *Société Radio-Canada* from Moncton or Montreal; two radio programs produced in and broadcast from Halifax: a morning show (*Le Réveil*) and a mid-day program (*Rouler les airs*); [www.radio-canada.ca/regions/atlantique/Radio/reveilne.shtml](http://www.radio-canada.ca/regions/atlantique/Radio/reveilne.shtml)

### Television

- Programs produced and broadcast by the *Société Radio-Canada* from Montreal and Moncton;
- French-language networks from Quebec (TVA, Télévision Quatre Saisons, TV5) are accessible by cable.

### Cultural and community life

- Two community centres: *La Picasse* in Petit-de-Grat and *Les Trois Pignons* (managed by the *Société Saint-Pierre*) in Cheticamp;
- Three school-community centres: the *Centre scolaire communautaire Étoile de l'Acadie* in the Sydney region, the *Centre scolaire communautaire du Grand Havre* in the Halifax/Dartmouth region and the *Centre scolaire communautaire de Greenwood*;
- Some Nova Scotian performers are now renowned outside the province and even outside Canada. Among them are musical groups *Blou* and *Grand Dé rangement* as well as visual artists Denise Comeau and François Gaudet;
- The *Fédération culturelle acadienne de la Nouvelle-Écosse* encourages the development of young and lesser known artists.

In addition to the increasingly elaborate programming offered by the community centres, there are a number of annual events that stand out:

- Acadian celebrations and festivals traditionally held either during summer around August 15<sup>th</sup> (including the *Festival acadien de Clare*, one of the oldest Acadian festivals in the Maritimes) or during the mi-carême;
- The annual regional finals of the *Jeux de l'Acadie* for Nova Scotia bring together over 500 young Acadians and Francophones of the province. In July 2008, Nova Scotia held the finals of the *Jeux de l'Acadie* for the first time in its history; over 1,100 athletes and 400 accompanying personnel came from everywhere in Acadia to attend the 29<sup>th</sup> Grand finals in the Halifax/Dartmouth metropolitan region.
- The annual musical presentation *Le Grand Cercle* recalls the history of the Cheticamp region Acadians.

Since the spring of 1998, the Acadian community is the official manager of the Grand Pré National Historic Site, in accordance with an agreement with the federal government. The site presents the history of the Acadian people and commemorates the deportation of 1755;

Following New Brunswick in 1994 and Louisiana in 1999, it was Nova Scotia's turn to host the *Congrès mondial acadien* in 2004. Acadians from across the world "returned" to visit the place from which their ancestors were deported. At the same time, the 400<sup>th</sup> anniversary of the arrival of French colonists in Acadia was celebrated.

## Legislation and government services

### Federal Government

The federal government offers French-language services at several points of services. According to statistics from the Public Service Agency, 10.9 percent of the 8,876 federal public service positions in Nova Scotia were designated bilingual.

### Provincial Government

The Office of Acadian Affairs ensures the implementation of the *French-language services Act* (Bill 111) which was adopted in 2004 and officially became law in 2006.

### Municipalities

Only the municipality of Clare has an official policy on Frenchlanguage services; two other municipalities, Richmond and Argyle, offer some services, but these are not guaranteed.

## New Brunswick

### History

At the dawn of the 17<sup>th</sup> century, about one hundred French families created Acadia when they settled near the shores of the Baie française (the modern Bay of Fundy). The settlers had a very strong community spirit, and they gradually built up their very own culture in a new land that they worked hard to farm.

## Geography

Acadians are located everywhere in the province, but mostly along the coasts from Cap-Pelé to Miscou, and in the interior as far as Saint-Jacques. There are three areas of high concentration: Madawaska, the Acadian Peninsula in the northeast, and the southeast of the province. The seven counties of Gloucester, Kent, Madawaska, Northumberland, Restigouche, Victoria and Westmorland are home to almost all the province's Francophones (92.8%), and Francophones form the majority in four of these counties, ranging from 65% to 94% of their respective populations.

New Brunswick is still not very urban, and there are many small rural communities where the vast majority of the population is Francophone. Some urban centres have become centres of Frenchlanguage life. These include Edmundston in Madawaska, which is 95% Francophone, Campbellton (61% Francophone), Bathurst (68%), and Moncton/Dieppe (35%). In some cases, communities are separated by vast stretches of forest or wholly Anglophone corridors, such as the Miramichi Valley, or by mixed areas, such as Moncton.

## Social and Community Vitality

### Major organizations

Founded in 1973, the Société des Acadiens et Acadiennes du Nouveau-Brunswick (SAANB) was, up to 2008, the principal representative for the province's Acadians and Francophones.

The association's objectives include the recognition of a distinct Acadian society, the creation of homogeneous French and bilingual institutions, the affirmation of French in the face of increasing assimilation, and the safeguarding of rights in a context of government restructuring.

In a spirit of continuity and openness, the SAANB is maintaining the language file as a priority area, especially in the fields of health care and bilingualism in postsecondary education, among other sectors. The right to work in either official language in the public service, the development of French in public affairs, and regional development remain key concerns for the new organization. It is also focusing on revitalizing citizen participation in debates on major social issues.

### Communications

#### Newspapers and magazines

Newspapers were one of the first means of mass communication for Acadians. From Valentin Landry's *Moniteur acadien*, founded in 1867, through *L'Évangéline* and *Le Matin*, to *L'Acadie nouvelle*, founded in 1988, newspapers have constantly reflected the development and empowerment of New Brunswick Acadians.

#### **There are seven French-language weeklies in the province:**

- *Le Madawaska* (Edmundston)
- *Le Saint-Jean* (Saint John)
- *L'Étoile* (southeast)

- *L'Aviron* (Campbellton)
- *Le Moniteur acadien* (Shediac)
- *Le Front* (student newspaper, Moncton)
- *L'Hebdo Chaleur* (Bathurst)

#### Magazines

- *Égalité*, political analysis review
- *Revue de l'Université de Moncton*
- *Info-Affaires*, monthly

#### Radio

- The public radio station CBAF (FM), Radio-Canada's *Première Chaîne* affiliate, broadcasts throughout the province; some areas have access to *Espace Musique* on CBAL.
- There are three private stations serving the north, northwest and southeast of New Brunswick: CKLE, CJEM/CKMV and CHOY-FM (Choix 99).
- Over the years, a network of Acadian community radio stations has been developed within the framework of the *Association des radios communautaires acadiennes du Nouveau-Brunswick* (ARCANB). The association has nine members that are now broadcasting or in development: CKRO, Radio Péninsule; CFAI, Radio Coopérative des Montagnes; CFJU, Radio des Hauts Plateaux; CJSE, CFBO, Radio Beauséjour; CIMS, Radio Restigouche; CKUM, radio J (Université de Moncton); CHQC, Coopérative radiophonique La Brise de la Baie; CJPN, Radio Fredericton; and CKMA, Radio MirAcadie, Miramichi.

#### Television

- Radio-Canada, Télévision Acadie, is available everywhere in New Brunswick. Daily news programs as well as other programs dealing with provincial and regional issues are produced by and broadcast from the Radio-Canada station in Moncton.
- The Réseau de l'information (RDI), TFO, TV5, and several Quebec stations are available by cable. Since 1999, TVA has produced some programs locally. Rogers Television provides community programming.

#### New information and communications technologies

- New Brunswick has an impressive network of *Centres d'accès communautaire à Internet*, or community Internet access centres, known as NB Branché.
- There are information technology training centres, such as the *Centre de l'excellence en informatique du collège communautaire de Bathurst*, and Webmaster and multimedia production programs at the *Collège communautaire de Dieppe*.
- The *Centre international pour le développement de l'informatique en français* (CIDIF) is located in Edmundston.
- Many Web sites have been developed and there are many businesses dealing with new technologies.
- New Brunswick Acadians have been "connected" for several years. Most organizations, municipalities and other groups concerned with the

development of the Acadian community use the Internet in their communications.

- CapAcadie.com is a community information and entertainment portal. Its objective is to provide a single comprehensive site with as many Acadian (Atlantic Francophone) resources as possible to inform and entertain people and promote Acadians and Acadia over the Internet

### Cultural and community life

Acadians enjoy a wide network of local, provincial and regional associations. Thousands of people interested in the development of different facets of Acadian society belong to them.

### Arts and culture

One of Acadian New Brunswick's best-known features is its activity in the arts world. For several decades, Acadian creativity has been showing the region to the world. Through a host of activities at home and abroad, Acadian artists have gained international renown.

On February 27, 2002, following considerable efforts made by all arts and culture stakeholders over a period of some fifteen years, the Province of New Brunswick established a policy on culture. In 2008, it went further, establishing a book policy. However, the arts and culture sector is still significantly under-funded; New Brunswick's per capita expenditures on culture are the lowest in the country.

- The movie-making industry in the province is growing. Filmmakers have access to incentives (development and production assistance programs, tax credits, and an industry support program) offered by the Province through Film NB.
- Recording artists have access to provincial incentives through Initiative sonore NB (development and infrastructure program, sound recordings and demos, product marketing, artistic development).
- Although the first Acadian publishing company, *Les Éditions d'Acadie*, has closed its doors, many professional writers can still get their work published by a number of other companies, including *Les Éditions Perce-neige*, *Les Éditions Marévi*, *Les Éditions Boutons d'or d'Acadie*, *Les Éditions de la Grande Marée* and the more recently established *Éditions de la francophonie*.
- There are several Francophone bookstores, including the *Librairie acadienne* (Moncton), *Le Bouquin* (Tracadie), the *Librairie Pélagie* (Shippagan), and the *Librairie Matulu* (Edmundston).
- There is a provincial network of public libraries.
- More than 300 artists work in all disciplines (sculpture, painting, photography, ceramics, multimedia and graphic arts, etc.).
- There are three professional theatre companies: the *Théâtre populaire d'Acadie*, the *Théâtre l'Escaouette* and the *Collectif Moncton-Sable*.
- There are several dance companies, including *DansEncorps*.
- Acadian New Brunswick has a large network of important heritage sites and institutions. A dozen specialized Frenchlanguage institutions portray the past, present and future of Acadia. They include the following:
  - Aquarium du Centre marin (Shippagan)
  - Le Pays de la Sagouine (Bouctouche)



- Village historique acadien (Caraquet)
- Monument Lefebvre National Historic Site (Memramcook)
- Musée Madawaska (Edmundston)
- Jardins publics du Nouveau-Brunswick (Edmundston)
- Centre culturel Aberdeen (Moncton)
- Galerie d'art de l'Université de Moncton (Moncton)
- Galerie Restigouche (Campbellton)
- Fort Beauséjour (Aulac)
- Centre culturel de Caraquet

The *Conseil provincial des sociétés culturelles* coordinates a network of 13 cultural groups and their performances.

*Réseau atlantique de diffusion des arts de la scène* (RADARTS) broadcasts shows and performances.

There is local cultural programming in all areas of Acadia.

The three school-community centres provide cultural programming.

There are about thirty festivals, the major ones being the *Festival acadien de Caraquet*, the *Foire Brayonne* (Edmundston), the *Festival du Homard* (Shediac), the *FrancoFête* (Moncton), and the *Fête du 15 août* (in most Acadian communities).

There are a number of specialized cultural festivals: the *Festival international de musique baroque* (Lamèque), the *Moisson d'Art* (Tracadie), the *Festival des arts visuels en Atlantique* (Caraquet), the *Festival des vins du monde* (Moncton), the *Festival des vins français* (Caraquet), the *Festival international du cinéma francophone en Acadie* (Moncton), the *Nuit internationale du conte en Acadie* (Petit-Rocher), and the Frye Festival, an international literary event honouring Northrop Frye (Moncton).

Annual galas include the *Gala de la chanson de Caraquet*, the *Gala des Prix Éloizes* and the *Gala de l'entrepreneur de l'année*.

## Legislation and government services

### Federal government

Members of the public are entitled to communicate and receive services in French in designated-bilingual offices. According to Public Service Commission data, 49.9% of the 5,939 federal public service positions in New Brunswick are designated bilingual.

The federal government supports the Acadian community's comprehensive development efforts, particularly through cooperation agreements signed by the Department of Canadian Heritage and representatives of the community. The current agreement expires in March 2009 and will have to be revised and renewed to cover future development.

### Provincial government

New Brunswick is the only officially bilingual province in Canada. The provincial policy on official languages is based on the *Official Languages Act* of 1969, sections

16 to 20 of the *Canadian Charter of Rights and Freedoms*, and the *Act Recognizing the Equality of the Two Official Linguistic Communities in New Brunswick* of 1981 (Bill 88). All residents and organizations can (in theory) communicate in French with any government department, institution or agency, without exception. In 1990, there were 3,589 Francophone employees in the provincial public service, representing 33% of all provincial government employees. However, since then, because of new regulations enacted by the government at the time, it has not been possible to obtain a linguistic profile of the provincial public service.

In response to demands by the *Société des Acadiens et Acadiennes du Nouveau-Brunswick* (SAANB) and the *Association des juristes d'expression française du Nouveau-Brunswick* (AJEFNB), which were supported by the *Forum de concertation des organismes acadiens du Nouveau-Brunswick* and the hospital community, the Legislative Assembly passed a new *Official Languages Act*, Bill 64, in June 2002. This is a significant milestone in the development of language rights in New Brunswick.

### Municipalities

A number of municipalities provide services essentially in French. They are members of the *Association francophone des municipalités du Nouveau-Brunswick* (AFMNB). The association was founded in 1989 and currently represents 50 municipalities. Other municipalities provide services in both official languages.

## Ontario

### History

Ever since the first French settler set foot on Ontario soil in 1610, nearly 400 years ago, the history of the province has been closely connected with that of the French-speaking men and women who developed it, particularly from the 19<sup>th</sup> century onward.

### Geography

While Francophones are located throughout Ontario, they remain concentrated in specific regions, with the biggest concentration in the eastern part of the province. Here, Franco-Ontarians live mainly in three census divisions, Ottawa (163,265), Prescott-Russell (53,165) and Stormont, Dundas and Glengarry (24,945).

The north-eastern region has the second highest contingent of mother-tongue Francophones. This population is located mainly in the census divisions of Greater Sudbury (43,240), Cochrane (38,610), Nipissing (20,655) and Timiskaming (8,080).

A relatively large Francophone population is also located in Central Ontario, particularly in the census divisions of Toronto, Niagara and Hamilton. Moreover, Ontario's cities are witnessing a significant increase in their French-language population: Ottawa and Toronto alone have almost 15,000 more Francophones than five years ago, with respective growth rates of 5.4% and 5.9%.

### Social and Community Vitality

#### Major organizations



To contribute to its development and vitality, the Franco-Ontarian community benefits from no fewer than 28 provincial organizations working in the main areas of activity.

Created from the amalgamation of the *Association canadiennefrançaise de l'Ontario* (ACFO) and the *Direction Entente Canada- Communauté Ontario* (DECCO) on April 1, 2006, the *Assemblée de la francophonie de l'Ontario* (AFO) is now the provincial organization representing all Francophones in Ontario at the political level. It is a non-profit organization.

The mandate of AFO is to advocate the rights of Franco-Ontarians, promote the vitality of the Francophone community, represent Ontario's Francophone community at all political levels, determine the priorities of the community, establish the strategic community plan, and negotiate and manage agreements including the Canada-Ontario community agreement.

### Communications

#### Newspapers and magazines

One daily publication (*Le Droit*) and several published weekly or monthly: *Agricom* (Clarence Creek); *Le Carillon* (Hawkesbury); *Le Journal de Cornwall*; *Le Reflet de Prescott-Russell* (Embrun); *La Nouvelle* (Embrun); *L'Express de Toronto*; *Le Goût de vivre* (Penetanguishene); *Les Nouvelles* (Timmins); *L'Ours noir* (Cochrane); *L'Action* (London); *Le Métropolitain* (Brampton); *Le Régional* (Brampton); *Le Nord* (Hearst); *Le Rempart* (Windsor); *Le Voyageur* (Sudbury); *Vision* (Rockland); *Tribune-Express* (Hawkesbury); *L'Express* (Ottawa).

#### Radio

Francophones have access to a community radio network that has been built up over the years. These five radio stations are located in Kapuskasing, Cornwall, Hearst, Penetanguishene and Toronto, reaching a total audience of more than 150,000 Francophones. Three projects are currently underway.

Franco-Ontarians can also count on radio service from Radio-Canada, which has stations in Ottawa, Windsor, Sudbury and Toronto.

Two private radio stations round out the French-language radio services available.

#### Television

Francophones also have access to TFO, the French-language public education network in Ontario and the only French-language broadcaster outside Quebec.

In June 2006, the Ontario government announced its intention to grant full autonomy to TFO. The *Office des télécommunications éducatives de langue française de l'Ontario* (OTÉLFO) was created on April 1, 2007, a corporation with its own board of directors encompassing the TFO television station, which officially became an autonomous Franco-Ontarian organization independent of TVOntario, which also operates the Anglophone station TVO.

Radio-Canada has stations in Ottawa, Toronto, Windsor, and Sudbury.

Francophones also have access to numerous French-language television channels through their cable operator.

### **Cultural and community life**

The community benefits from a firmly entrenched network of arts and cultural centres, school-community centres and Francophone associations, most often run by volunteers. Cultural organizations organize activities that strengthen the identity of Franco-Ontarian communities while increasing the awareness of arts and culture.

Culture in the Franco-Ontarian community includes:

- Nine professional theatre groups and seven community theatre groups
- Eight publishers: *Centre Fora*, *Centre franco-ontarien de ressources pédagogiques*, *Éditions David*, *Éditions du GREF*, *Éditions du Nordir*, *Éditions du Vermillon*, *Éditions L'Interligne*, *Éditions Prise de Parole*
- No fewer than nine cultural centres that are part of the distribution network
- Book fairs in Toronto and Sudbury
- Numerous festivals
- Talented artists
- A number of art galleries

### **Legislation and government services**

#### **Federal government**

The federal government provides French-language services at a number of points of service. According to statistics from the Public Service Agency, 10.5% of the 23,523 bilingual positions in the public service in Ontario are designated bilingual, as are 65% of the 74,465 positions in the National Capital Region (Ottawa and Gatineau).

The passing of the *Act to amend the Official Language Act* in 2005 amended section 41 of the Official Languages Act and now requires federal institutions to take positive measures to enhance the vitality and development of Canada's official language minority communities. This obligation may also be subject to recourse before the courts. Franco-Ontarian politicians initiated this step forward.

#### **Provincial government**

The *French Language Services Act* guarantees an individual's right to receive services in French from the provincial government in 25 designated areas. Kingston became the 25th designated area for bilingual services as of May 1, 2009. The Act was amended in 2007 to create the Office of the French Language Services Commissioner. At present, the government has designated 209 public agencies to offer some or all of their services in French.

#### **Municipalities**

Although there is no act requiring municipalities to provide French-language services, more and more are realizing the importance of offering just such a service.

The Government of Ontario has recognized the bilingual character of Ottawa in legislation. Though this legislation does not impose bilingualism, it guarantees that services to the public are offered pursuant to bilingualism policies adopted by the city council in 2001.

The *Association des municipalités de langue française de l'Ontario* has 44 members that provide French-language services.

## Manitoba

### History

Walking into the footsteps of La Vérendrye, who reached in 1738 the future site of Saint-Boniface, the first Europeans to reach the West in the 18<sup>th</sup> century were Francophones. One hundred and fifty years before Manitoba became a province, the territory had many French place names: Fort Rouge, Fort LaReine, Fort Maurepas, Fort Dauphin, Fort Bourbon. These were some of the fur trading posts visited annually by *voyageurs* and *coureurs des bois*. Having migrated from their homes in what would become Lower Canada, they established a Francophone presence in Manitoba.

### Geography

Manitoba's Francophonie is mostly urban. Fully two-thirds of all Franco-Manitobans live in Winnipeg, while about a third live in villages or rural centres, concentrated in the south of the province. In fact, nearly 90 percent of Francophones live within one hour of the Manitoban capital.

More than half of the Francophones living in Winnipeg are found within the traditionally French-speaking neighbourhoods of Saint-Boniface, Saint-Vital and Saint-Norbert. Others live in villages and parishes founded by Francophones and today members of one of the 17 bilingual municipalities that make up the *Association des municipalités bilingues du Manitoba* (AMBM). There are however a few exceptions in regions more distant from Winnipeg.

### Social and Community Vitality

The *Société franco-manitobaine* (SFM) is the official representative of the Francophone community. The SFM advocates for the full implementation of the rights guaranteed to Francophones and the adoption of new legislation and government policies for the development of French-language services in Manitoba. The SFM facilitates communication and cooperation between Francophone groups in Manitoba, manages the Collaboration Accord between the Francophone community and the Department of Canadian Heritage and is active in all aspects of the community.

### Communications

#### Newspapers and Magazines

*La Liberté* is the sole French-language weekly in the province. It was established in 1913 by the Oblate religious community. Since 1970, it has been operated by *Presse-Ouest Ltd*, owned by the *Société franco-manitobaine*.

Several local publications are produced: *La Gazette* (Saint-Claude), *Le Montagnard* (Saint-Léon), *Le Papier de Chez-nous* (La Broquerie), *Kes Kis Passe* (Sainte-Anne), *Le Bulletin* (Saint-Pierre-Jolys), *La Poche aux lièvres* (Sainte-Geneviève), *Le Réveil* (Collège universitaire de Saint-Boniface), *De Chez-nous à Chez-vous* (Sainte-Rose-du-Lac).

### Radio

CKSB, the provincial Radio-Canada station, started broadcasting in 1946. CKSB offers its listeners several regional and national information and variety programs. Furthermore, *Espace musique* (89.9 FM in Winnipeg) offers a national programming aimed at musical diversity, the arts and Franco-Manitoban talent.

*Envol 91 FM, la Radio communautaire du Manitoba Inc.*, is the result of the combined efforts of people of all walks of life to create a French-language radio offering music and entertainment. Upon its creation in 1991, Envol 91 FM was the first French-language community radio in Western Canada and the territories.

### Television

The *télévision de Radio-Canada au Manitoba* (CBWFT) offers programming which reflects the cultural and social realities of the population it serves in Manitoba. The *Téléjournal Manitoba* is the chief regional news program.

The *Réseau de l'information* (RDI) broadcasts 24-hour news programming and covers international, national and regional stories, with the contribution of a team of journalists based in Western Canada.

**Cable:** Subscribing to the basic cable package gives access to four French-language channels: SRC, RDI (*Réseau de l'information*), TV5 (international Francophonie) and TVA (Quebec television network). Additional fees give access to a wider variety of French-language channels.

### Cultural and community life

Located at the heart of Winnipeg's French Quarter, the *Centre culturel franco-manitobain* (CCFM) was established in 1974 as a Crown Corporation. It plays a key role as a showcase for the talent of Francophone artists and acts as a meeting place for French-language cultural life in Manitoba.

*L'Association culturelle franco-manitobaine* (ACFM) represents cultural committees in 19 French-speaking communities. Its mission is to represent and develop French-language cultural committees in Manitoba. These committees offer a wide variety of activities and events which complement each other and meet the needs of each community.

Established in 1925, *Le Cercle Molière* is the oldest theatre group still in existence in Canada. Other theatre groups include *Chiens de soleil* at the *Collège universitaire de Saint-Boniface*, the *Ligue d'improvisation du Manitoba* (LIM), the *Théâtre Montcalm de Saint-Jean-Baptiste*, the *Théâtre de la FAFM*, the *Théâtre des crudités*, the *Théâtre dans le cimetière* and the "Bières et Saynètes" (beer and playlets) evenings.

There are two publishing houses: *Éditions du Blé* (1974) and *Éditions des Plaines* (1979).

*Alliance chorale Manitoba*, established in 1971, is a non-profit provincial federation which promotes French-language choir music and thus contributes to the development of Frenchlanguage culture in Manitoba.

*Les Productions Rivard* (1995) is the most important film production company in Western Canada.

The Saint-Boniface museum, established in 1959, gathers and preserves a significant collection of artefacts pertaining to the French and Metis heritage in the Canadian West. Other museums attract visitors in rural communities like Saint-Claude, Saint-Joseph, Saint-Pierre-Jolys, Notre-Dames-de-Lourdes, Sainte-Anne and Sainte-Geneviève.

The Gabrielle-Roy House, where the famous Franco-Manitoban author was born, was completely restored and welcomes visitors since 2003.

The *Maison des artistes visuels francophones du Manitoba* is a group of Francophone artists working with the Franco-Manitoban community and the French-speaking community at large.

The *Festival du Voyageur Inc.* is a major meeting place for the community and is recognized internationally for providing authentic and unique historical and cultural experiences that reflect the spirit and culture of the *voyageurs* as well as the *joie de vivre* of Manitoba's Francophones.

Since its creation 35 years ago, *100 Nons* has worked to develop the French-language music industry in Manitoba.

### **Legislation and government services**

#### **Federal Government**

The Federal government provides services in French in several offices. According to the Public Service Agency, 7.9% of the 6,832 Federal civil service positions in Manitoba are designated bilingual.

#### **Provincial Government**

The number of positions that are designated bilingual grew from 376 in 1999-2000 to 812 in 2006-2007. In 2007-2008, 71% of the positions with a bilingual designation were held by bilingual employees.

In 1989, the province of Manitoba adopted a policy aiming to provide, as much as possible, services in French in regions of the province with a high concentration of Francophones. This policy applied especially to general correspondence, public forms, written information destined for the general public, posters and public notices.

### Municipalities

Including Winnipeg, there are 17 bilingual municipalities, represented by the *Association des municipalités bilingues du Manitoba* (AMBM). The 16 others are:

- The city of Sainte-Anne
- The rural municipality of Alexander
- The rural municipality of De Salaberry
- The rural municipality of La Broquerie
- The rural municipality of Montcalm
- The rural municipality of Ritchot
- The rural municipality of Saint-Laurent
- The rural municipality Taché/Lorette
- The rural municipality of Ellice
- The village of Notre-Dame-de-Lourdes
- The village of Saint-Claude
- The village of Saint-Lazare
- The village of Saint-Léon
- The village of Saint-Pierre-Jolys
- The village of Somerset
- The village of Powerview/Pine Falls
- The AMBM plays a leadership role in advising its
- Members on bilingualism issues.

## Alberta

### History

Grande Cache, Miette, Lac La Biche: at the time of the voyageurs, the vast spaces west of the Great Lakes were for the most part given French place names. French also predominated at Fort Edmonton, constructed in 1795 by the Hudson's Bay Company.

### Geography

Franco-Albertans are found in all areas of the province. They are most populous around Calgary and Edmonton, attracted by the job opportunities and the varied services in an urban setting. More than half of the Franco-Albertan population lives in these cities and their surrounding areas: south of Edmonton, in the town of Beaumont, and to the north, in the towns of Saint Albert, Morinville and Legal. In Edmonton itself, the Bonnie Doon neighbourhood, home to many Francophone institutions, claims the title of French Quarter.



Significant concentrations of Francophones are found in Rivière la Paix, Bonnyville, Saint Paul, Plamondon and Lac La Biche. These northeastern and northwestern regions of the province have the highest percentage of Francophones: close to 8 percent in Census Division no. 12 (Bonnyville, Saint-Paul, Cold Lake). Francophones are a majority in the Falher region, particularly in the town of Falher itself and in the town of Girouxville.

### Social and Community Vitality

The *Association canadienne-française de l'Alberta* (ACFA) is the principal representative organization of the Francophone community. It brings together twelve regional associations and two local circles. ACFA is dedicated to defending the rights of Francophones in all sectors of daily life, and is responsible for coordinating the advocacy and community development actions in cooperation with Alberta's Francophone organizations. Among other actions, ACFA promotes the pride and culture of the Francophone community throughout Alberta.

### Communications

#### Newspapers and magazines

- *Le Franco*, published weekly by ACFA, covers Francophone issues and matters of interest to the general population;
- *Le Chinook*, a privately-owned monthly in Calgary, serves the southern area of Alberta;
- *Universo* is a trilingual (English, French and Spanish) monthly produced since 2003 by a non-profit organization and distributed in Edmonton, Calgary, Red Deer, Lethbridge and Medicine Hat;
- *L'annuaire des services en français*, published by *Le Franco*, lists Francophone businesses, organizations and professionals every year since 1982.

#### Radio

- *The Société Radio-Canada* (French CBC) operates two stations, one in Edmonton and the other in Calgary. Both broadcast CHFA, which has been owned by Radio-Canada since 1949. The programming is divided in three sections: provincial, Western Canada and national (the latter broadcast from Montreal).
- *Espace Musique* was first established in Calgary as *La chaîne culturelle* during the winter of 2004, with another antenna opening in Edmonton on June 30 of the same year. This service then changed its name to *Espace musique* in September 2004.
- Community radio (CKRP) in the Rivière la Paix region;
- Community radio projects in St-Paul, Plamondon and Bonnyville, currently broadcasting part-time.

#### Television

- The *Téléjournal Alberta* is locally produced by Radio-Canada and broadcast throughout the province, as well as *Oniva*, a youth program broadcast throughout the four Western provinces as well as the Yukon. During the summer, this program is broadcast nationwide.
- Satellite service allows access to several French-language channels.



## Cultural and community life

- Cultural life is encouraged and supported by cultural associations and school-community centres: there are community centres in Edmonton, Bonnyville, Saint-Isidore and Falher, and school-community centres in Calgary, Saint-Paul, Plamondon, Legal and Fort McMurray. There are plans for a new community centre to serve the French-speaking community in Lethbridge; construction should begin in 2009.
- Two buildings, the *Cité des Rocheuses* in Calgary and the *Cité francophone* in Edmonton, are the seats of several Francophone organizations;
- There is a professional theatre company (*L'UniThéâtre*) and several community groups in Plamondon, Legal, Saint-Paul, Bonnyville and Rivière la Paix. A project is under way to revitalize French theatre in Calgary with the help of a resource person.
- A number of dancing groups (folk and other styles) including *Zephyr*, which is a member of the *Association la Girandole* (Edmonton), as well as *Les Blés d'or* (Saint-Paul), *Les Plein Soleil* (Saint-Isidore) and *Les Vols-au-Vent* (Bonnyville).
- Cultural activities: *Fête franco-albertaine*, *Festival de théâtre jeunesse*, *Jeux francophones de l'Alberta*, *the Chicane albertaine*, *Gala albertain de la chanson*, *Edmonton chante*, *festival Cinémagine*, *Carnaval de Saint-Isidore*, *Festival des sucres à Calgary*;
- The *Regroupement artistique francophone de l'Alberta* (RAFA) had close to 100 members at the end of 2008, including 56 artists and approximately 40 organizations working in arts and culture. The art disciplines covered are dance, drama, literature, music, media arts, visual arts and distribution/production;
- ACFA supports artistic and cultural development in the Franco-Albertan community and coordinates regional activities;
- Two Franco-Albertan genealogy societies: the *Société généalogique du Nord-Ouest* and the *Société historique et généalogique de Smoky River*.
- Museums: *Musée Héritage* in Saint-Albert, *Musée de Girouxville*, *Musée de Plamondon*, *Musée de Bonnyville*, *Musée de Saint-Paul*;
- A tourist circuit including the village of Legal and its historic murals;
- The Provincial Archives of Alberta and the *Archives du Campus Saint-Jean* preserve the archives of Francophone organizations and individuals.
- *Francophonie jeunesse de l'Alberta* (FJA) is a non-profit organization established in 1972. For ten years now, FJA has organized an annual meet for Francophone youth, the *Rassemblement Jeunesse* (RaJe). The 2008 edition was attended by more than 800 youth. FJA also organizes the youth Parliament, leadership training as well as goAGA, an event which combines FJA's Annual General Meeting with workshops and discussion groups.

## Legislation and government services

### Federal government

Federal agencies and departments offer services in French at various locations. According to the Public Service Agency, 4.5 percent of the 9,520 federal government positions in Alberta are esignated bilingual.

### **Provincial government**

The *Languages Act* of 1988 reaffirmed unilingualism in the province; there is currently no policy or law on French in Alberta.

However, Alberta recognizes some constitutional obligations, including the right to education and school governance, as well as the right to use the official language of one's choice before provincial courts.

The Alberta government is working with the Franco-Albertan community to develop practical approaches to meet the needs of the province's Francophones.

### **Municipalities**

Beaumont, Legal and Falher are the only bilingual municipalities in Alberta. Some municipalities (Edmonton and Calgary) publish brochures in French. Several others have bilingual signs.

## **British Columbia**

### **History**

When Alexander Mackenzie, the first European to cross the Rockies, reached the Pacific in 1793, he was accompanied by six French Canadian voyageurs. A few years later, more than 20 French Canadians traveled with Simon Fraser on the series of voyages that would lead to the construction of several forts in the region for the Northwest Company.

### **Geography**

Francophones are found in every part of British Columbia. By far the greatest number are concentrated in the Vancouver Census Metropolitan Area (54 percent of British Columbia's Francophones). Over 38,000 of them are spread across the various municipalities that make up the metropolitan area, including Vancouver, Surrey, Burnaby, North Vancouver, West Vancouver and Coquitlam (which includes Maillardville). Another concentration is found in the different communities of the Greater Victoria area, where 6,445 residents have French as their first spoken official language - accounting for 9 percent of the province's Francophones. The remaining Francophones in the province are spread throughout the other divisions. There are cultural centres in Kelowna, Prince George, Nanaimo, Powell River, Kamloops, Comox, Campbell River, Kootenay Ouest and Kitimat. The urban area of Abbotsford also attracts many Francophones and accounts for 3 percent of the French-speaking population of the province.

Nowhere in British Columbia do Francophones constitute a significant percentage of the population. They represent only a very small minority in the Vancouver and Victoria metropolitan areas - respectively 1.8 and 2 percent. Their numbers are just as small in other localities; in the part of Coquitlam where the old village of Maillardville was located, they now account for only 2.3 percent of the population. The city of Surrey has the highest concentration of Francophones (5,365).

### **Social and Community Vitality**

The *Fédération des Francophones de la Colombie-Britannique* (FFCB) is the organization that represents the interests of the Francophone community in British Columbia. FFCB is dedicated to the advancement of an inclusive and welcoming Francophone community. Its goals include broadening the French-speaking environment in the province and strengthening British Columbia's French-speaking civil society. FFCB includes some 40 member associations in the fields of culture, economy, education, justice, communications, social services and community development.

## Communications

### Newspapers and magazines

*L'Express du Pacifique*, published by Société de l'*Express du Pacifique*, is a bimonthly newspaper created in 1998, just after the closing of *Le Soleil de Colombie* (which had been publishing since 1968). It is the only all-French newspaper in the province, and now has an online edition.

The *Community Digest* is a bilingual (French-English) multicultural magazine published every week. It promotes cultural exchanges, bilingualism and social harmony.

*La Data from:* is a bimonthly bilingual (French-English) newspaper which started publication in June 1999. It is intended as a forum on diversity in the sense that it covers British Columbia's cultural communities. There is an online edition of this newspaper.

### Local radio

French-language radio broadcasts by the *Société Radio-Canada* (SRC) originating in Vancouver and Montreal.

The *Société radio communautaire Victoria* is the first French-language community radio in British Columbia. It develops and produces French programs in Victoria, in the studios of CILS-FM 107.9. It started broadcasting in the Greater Metropolitan Victoria in November 2007.

There is also a French-Language program broadcast by the University of Vancouver's campus radio station.

### Local television

The local *Société Radio-Canada* in Vancouver produces a regional news program. Other programs by the SRC are produced in Montreal.

Other French-language channels are available by cable and satellite, including TV5, RDI, TVA, Artv, Canal D, Canal Évasion, Canal Z, Historia, RDS and Série +.

## Cultural and community life

Francophones are served by a dynamic associative network that provides a meeting place for all forms of expression of the Francophone culture. The *Conseil culturel*

*et artistique Francophone de la Colombie-Britannique* provides a voice for individuals and organizations working in fields related to arts and culture.

There are Francophone associations in almost every region, with a variety of mandates (provincial, regional, community, various sectors). They organize festivals, theatre events, community soirées, sports or educational activities, etc.

Several communities have access to community centre services: Vancouver, Victoria, Kelowna, Comox, Campbell River, Kamloops, Maillardville, Powell River, Prince George, Nanaimo, Kootenay-Ouest, Surrey and Kitimat.

Various activities in British Columbia include:

Theatre productions by the *Théâtre la Seizième*, the only Frenchlanguage professional theatre group;

The *Festival du bois de Maillardville*, held in March, a celebration of French-Canadian traditions;

The *Festival d'été francophone de Vancouver*, the *Coup de Coeur francophone de Vancouver* and the *Concerts Nouvelle Scène* are major celebrations of music;

A traditional dance group, *Les Cornouillers*, and two choirs, *Les Échos du Pacifique* and *Les Voix de l'Île*, recreate the atmosphere of French-Canadian soirées;

In 2009, *Juste pour rire* will be offered in Vancouver;

The *Maple Sugar Festival du Sucre d'érable* de Nanaimo holds festivities on the theme of the sugar bush. It is now one of the prominent events on Vancouver Island;

The *Festival Francophone de Victoria* brings together Francophones and Francophiles from the provincial capital region every March to enjoy numerous musical and film-related activities as well as discussions in French;

The *Rendez-vous du cinéma québécois* takes place in February and March and showcases a wide variety of French-language films;

The *Jeux Francophones* in May attract hundreds of young British Columbians who wish to take part in sports, cultural and educational activities in an atmosphere of fun and friendship;

*Pacifique en chanson*, an annual event which takes place during spring and gives Francophone singer/songwriters and singers an opportunity to show their talents. The winners go on to *Chant'Ouest*, a contest bringing together the Western provinces and the North;

The *Parlement jeunesse Francophone de la Colombie-Britannique*, held in February, has become a major forum for the province's Francophone youth to deliberate and develop;

Every fall, CILS-FM holds a radiothon in Victoria, which brings together

volunteers, members and listeners from the Capital region.

## **Legislation and government services**

### **Federal government**

All federal laws and regulations must be available in both official languages. The public has the right to communicate and receive services in French in offices that are designated bilingual. According to data from the Public Service Agency, 3.3 percent of the 16,061 federal public service positions in British Columbia are designated bilingual.

### **Provincial government**

There is currently no obligation for the Government of British Columbia to offer French-language services. However, a government office is responsible for Francophone Affairs, following a framework agreement signed with the federal government in 2001 to promote official languages and strengthen the Francophone community. The same year, the Premier appointed an MLA responsible for Francophone Affairs. Since then, the framework agreement has been renewed and partnerships have been made possible in several fields including health, social affairs, justice, child care and tourism.

### **Municipalities**

With the exception of the city of Coquitlam, no municipal services are offered in French. However, municipalities are cooperating more and more with Francophone associations.

## **Quebec**

### **History**

The earliest English-speaking Quebecers arrived in Montreal at the beginning of the British regime in the second half of the 18th century. American merchants, United Empire Loyalists and Anglo-Scot Protestants founded Quebec's public and private English-language institutions and would represent Quebec's elite merchant and financial classes up until the 1960s; the heritage of this era remains in neighbourhoods such as Westmount and the Golden Square Mile.

### **Geography**

A large proportion of Quebec's English-speaking population resides in or near Montreal. Most reside on the Island of Montreal, particularly in the West Island and in the western half of Montreal's urban core, where there is a network of English-language educational, social, cultural, economic, and medical institutions.

### **Social and Community Vitality**

The **Quebec Community Groups Network (QCGN)** is a not-for-profit organization bringing together 36 English-language community organizations across Quebec for the purposes of supporting and assisting the development and



enhancing the vitality of the English-speaking minority communities. This is undertaken principally through cooperation in the prioritization and development of projects and through the promotion of an effective coordinated approach.

The Quebec Community Groups Network (QCGN) identifies, explores and addresses the strategic issues affecting the development and vitality of English-speaking Quebec. It encourages dialogue and collaboration among its member organizations, individuals, community groups, institutions and leaders. In partnership with member organizations, stakeholders, community leaders and institutions, it articulates the views of English-speaking Quebec on issues of strategic concern and takes action to address them.

### **Cultural and community life**

- In the Montreal area, access to a fairly complete range of cultural activities and consumer goods including English-language bookstores, record stores, cinemas, and theatres; variety of performing artists in English guaranteed through universities, four public CEGEPs and private cultural groups; outside Montreal, however, the situation is much less positive.
- Several English-language professional and amateur theatre companies including Centaur Theatre, Theatre 1774, Geordie Productions and Youtheatre; recent initiatives include the Montreal Fringe Festival, and the Quebec Drama Federation's Professional Theatre Showcase '93.
- Sixteen publishing houses, eleven of which are members of the Association of English-Language Publishers of Quebec; and the Quebec Society for the Promotion of English Language Literature, which promotes and publishes Anglophone writers in the province.
- Over 20 festivals and local fairs including the Wakeham-York Homecoming Festival (Gaspé), Fall Fest (Quebec City), Townshippers' Day (Eastern Townships), Heritage Day (Lower Laurentians), and the Ormstown Exhibition (Chateauguay Valley).
- Dozens of museums and historical societies including the Aylmer Heritage Association and the Aylmer Museum (Western Quebec), the Brome County Historical Society (Eastern Townships), the Ascot Museum and historical Society (Eastern Townships), the Quebec Family History Society (Montreal), and the Gaspesian British Heritage Association (New Richmond).

### **Communications**

English-language media tend to come from outside the province. Most local English-language media are based in the Montreal area.

#### **Television**

The province's English-language television stations are CBMT (CBC), CFCF (CTV), CKMI (Global) and CJNT (independent multilingual). These stations are available on cable throughout the province.

Anglophones in the Outaouais region are served by English stations from Ottawa. Southern Quebec is also served by American network affiliates from Vermont and New York's North Country who actually depend on the Montreal market for most of their revenue. The Burlington, VT stations are WCAX (CBS), WVNY (ABC), WFFF-TV (Fox), and Vermont Public Television (PBS). The Plattsburgh, NY stations are WPTZ (NBC) and WCFE (PBS). These stations are

carried on Montreal-area cable networks, along with other English and French language cable stations. (See Multichannel television in Canada.) Western Montreal carries more English-language programming to better serve the large English-speaking market.

#### Radio

English-language radio stations in Montreal include AM stations CKGM (sports), CJAD (news/talk) and CINW (*oldies*), and FM outlets CBME (CBC Radio One), CKUT (campus radio from McGill University), CFQR (*Q92*, adult contemporary), CJFM (*Virgin Radio 96*, Hot AC), CBM (CBC Radio 2) and CHOM (mainstream rock). Listeners in Sherbrooke, Lennoxville and the Eastern Townships are served by CBC Radio One and CBC Radio 2 and the Bishop's University station CJMQ. CBC Radio One is also available in many other Quebec communities. Parts of the province also receive English-language signals from Ontario, New Brunswick, New York or New England. However, no community in the province besides Montreal has an English commercial station.

#### Newspapers and periodicals

Quebec has two English-language daily newspapers: the large *Montreal Gazette*, and the small *Sherbrooke Record*, a local newspaper for the Eastern Townships. Many smaller communities in Quebec also have English-language weekly papers, including *The Equity* in Shawville, the *Stanstead Journal* in Stanstead, *The First Informer* in the Magdalen Islands, *The Gleaner* in Huntingdon, the *Quebec Chronicle-Telegraph* in Quebec City, *SPEC* in the Gaspé region, the *West Quebec Post* in Buckingham, the *Aylmer Bulletin* in Aylmer, the *Townships Sun* in Lennoxville, the *Suburban* and the *Chronicle* in the West Island of Montreal and *The LowDown to Hull and Back News* in La Pêche. Montreal also has two English alternative weeklies, *Hour* and *Mirror*. *Maisonnette* is a culturally literate bimonthly general-interest English-language magazine published in Montreal.



# Culture, Tourism and the Centre for Education Statistics Research Papers Cumulative index

Statistics Canada's **Division of Culture, Tourism and the Centre for Education Statistics** develops surveys, provides statistics and conducts research and analysis relevant to current issues in its three areas of responsibility.

The **Culture Statistics Program** creates and disseminates timely and comprehensive information on the culture sector in Canada. The program manages a dozen regular census surveys and databanks to produce data that support policy decision and program management requirements. Issues include the economic impact of culture, the consumption of culture goods and services, government, personal and corporate spending on culture, the culture labour market, and international trade of culture goods and services. Analysis is also published in *Focus on Culture* (87-004-XIE, free, <http://www.statcan.ca/bsolc/english/bsolc?catno=87-004-X>).

The **Tourism Statistics Program** provides information on domestic and international tourism. The program covers the Canadian Travel Survey and the International Travel Survey. Together, these surveys shed light on the volume and characteristics of trips and travellers to, from and within Canada.

The **Centre for Education Statistics** develops and delivers a comprehensive program of pan-Canadian education statistics and analysis in order to support policy decisions and program management, and to ensure that accurate and relevant information concerning education is available to the Canadian public and to other educational stakeholders. The Centre conducts fifteen institutional and over ten household education surveys. Analysis is also published in *Education Matters* (81-004-XIE, free, <http://www.statcan.ca/bsolc/english/bsolc?catno=81-004-X>), and in the *Analytical Studies Branch research paper series* (11F0019MIE, free, <http://www.statcan.ca/bsolc/english/bsolc?catno=11F0019M>).

**Following is a cumulative index of Culture, Tourism and the Centre for  
Education Statistics research papers published to date**

**Research papers**

- 81-595-M no. 001 Understanding the rural-urban reading gap
- 81-595-M no. 002 Canadian education and training services abroad: the role of contracts funded by international financial institution
- 81-595-M No. 003 Finding their way: a profile of young Canadian graduates
- 81-595-M No. 004 Learning, earning and leaving – The relationship between working while in high school and dropping out
- 81-595-M No. 005 Linking provincial student assessments with national and international assessments
- 81-595-M No. 006 Who goes to post-secondary education and when: Pathways chosen by 20 year-olds
- 81-595-M No. 007 Access, persistence and financing: First results from the Postsecondary Education Participation Survey (PEPS)
- 81-595-M No. 008 The labour market impacts of adult education and training in Canada
- 81-595-M No. 009 Issues in the design of Canada's Adult Education and Training Survey
- 81-595-M No. 010 Planning and preparation: First results from the Survey of Approaches to Educational Planning (SAEP) 2002
- 81-595-M No. 011 A new understanding of postsecondary education in Canada: A discussion paper
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